# COLLEGE CATALOG

Fall 2024 - 2025 All Programs









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#### San Diego Campus

7445 Mission Valley Road, Suite 105 San Diego, CA 92108

#### **New York Campus**

110 William St, 19th Floor New York, NY 10038

#### **Chicago Campus**

65 E Wacker Place, Suite 2100 Chicago, IL 60601

Classes will be held at the above addresses or online.

9/1/2024 to 8/31/2025

2024-25 Catalog - Version 2

Published 10/7/2024

Pacific College of Health and Science reserves the right to change the terms and conditions outlined in this catalog at any time without notice. Information updated after the publication date of October 7th, 2024, including additions and amendments, is available by visiting the <a href="College Catalog">College Catalog</a> webpage.

The academic catalog is updated each Fall term or as needed. It is the responsibility of applicants and students to check for updates and adhere to the policies within. The most recent catalog published online supersedes all previously published editions as well as any other published program information and is in effect until a subsequent catalog is published. Information contained herein is effective October 7th, 2024.

Program and program option availability varies by state and/or location. Pacific College of Health and Science reserves the right to update information as it becomes available. Information is current at the time of publication.

### MISSION, VALUES, VISION, AND PHILOSOPHY

#### Mission

Pacific College of Health and Science improves lives by educating and inspiring compassionate, skilled leaders of traditional medicine and integrative health sciences.

#### **Core Value Statement and Core Values**

All members of the Pacific College of Health and Science community embody the intention of improving lives exponentially by supporting health and wellbeing through our daily actions. We lead by example and by practicing the values of:

- Integrity
- Mindfulness
- Compassion
- Critical Thinking
- Collaboration
- Education

#### Vision

Pacific College of Health and Science is the recognized leader in delivering traditional medicine and integrative health science education to practitioners and the public. Pacific College of Health and Science is a catalyst for the adoption and expansion of traditional medicine and integrative health science principles, practices, and research, empowering individuals to gain and maintain health and enjoy life. Pacific College of Health and Science is contributing to the transformation of the structure and economics of healthcare by bringing education and integrative health science to where people live, learn, and play.

#### **Educational Philosophy**

Pacific College of Health and Science offers an innovative learning environment that blends Chinese medicine, massage, and integrative medicine to prepare students to work collaboratively with patients and healthcare providers. The college is committed to educating the whole person within a mindful learning community. Goals are achieved through hands-on training, critical thinking, and clinical application, while offering online learning when appropriate. Opportunities to strengthen scholarship and leadership extend beyond the classroom through interaction with healthcare teams and scholar clinicians. Students learn to provide evidence-informed care through extensive case-based instruction.

Students apply the broad range of theories and techniques within Chinese medicine, massage and body therapy, medical cannabis, and holistic nursing. They acquire the ability to explain our medicine to patients and healthcare providers. Successful graduates help Pacific College of Health and Science students learn to build a private practice or work within an integrative clinic or hospital.

### PACIFIC COLLEGE of HEALTH AND SCIENCE IMPROVING LIVES EXPONENTIALLY

It is imperative that practitioners with primary care responsibilities have the ability to think critically, challenge traditional theories and practices, and adapt to changes within the healthcare system. Pacific College of Health and Science believes that its non-primary care students, such as nurses and advanced body therapy students, should also be familiar with the underlying principles of Chinese medicine in order to anchor their evaluative and critical-thinking skills in a time-tested, accessible medical system.

### INSTITUTIONAL GOALS AND LEARNING OUTCOMES

#### The Goals of Pacific College of Health and Science

- 1. To train qualified practitioners of Chinese medicine. In 1986, the founders of Pacific College of Health and Science made a commitment that the college would anticipate the evolving needs of Chinese medicine patients in this culture and stay at the forefront of presenting a curriculum to meet those needs. In the 1980s, acupuncture was most commonly used for pain relief. Today, Chinese medicine is used as a primary or complementary therapy for cancer, HIV/AIDS, substance abuse, and most internal disorders, as well as pain and many other complaints. It is evident that today's student would not succeed with yesterday's curriculum. Most of the college's founders and its faculty are working practitioners of Chinese medicine, so the college's state-of-the-art curriculum is the result of direct clinical experience. Pacific College of Health and Science's academic leaders, who possess advanced degrees in Chinese medicine and educational theory, translate that experience into effective coursework designed specifically for adult learners
- 2. To enable graduates of its master's and doctoral degree programs in Chinese medicine to function as primary healthcare providers, to apply the principles of Chinese medicine and natural healing and to become an integral part of the modern healthcare system.
- 3. To enable graduates of its bachelor's and master's degree programs in nursing to function as holistic nurses, to apply the principles of holistic nursing and natural healing, and to become an integral part of the modern healthcare system.
- 4. To provide graduates of the college's body therapy program with the skills necessary to deliver safe and effective Asian bodywork, to apply the principles of Chinese medicine and natural healing, and to become an integral part of the modern healthcare system. Pacific College of Health and Science graduates are increasingly participating in multi-disciplinary biomedical settings.
- 5. To inspire, through the presentation of Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit. It is the college's observation that exposure to the principles of Chinese medicine does indeed lead to an appreciation for the integrity of the human body, mind, and spirit. Observation of advanced students and graduates reveals a maturation process and a synthesis of knowledge, skills and personal growth that enhances their abilities as healers and their development as human beings.
- 6. To provide continuing education and post-graduate programs for graduates and other practitioners of Chinese medicine, holistic nursing, body therapy, and medical cannabis.
- 7. To provide a supportive, educational environment conducive to personal growth and academic advancement. The college's overall curriculum, and particularly its counseling courses as well as access to a 24-hour counseling service, reflects an institutional commitment to the personal development of both our practitioners and their patients. The institution's administrative staff strives to make the daily business of running an institution supportive of the students' educational goals.
- 8. To further the understanding of the professions of Chinese medicine, massage therapy and holistic nursing through dialogue with other members of the healthcare community and the public at large. The Pacific College of Health and Science San Diego Library's NLM community outreach awards help support public workshops on access to health information.

- 9. To participate in state and national Chinese medicine, massage therapy, and nursing issues, and convey the essence of professionalism to its students.
- 10. To engage in complementary and integrated healthcare research. The college received a grant funded by the National Institutes of Health (NIH) Center for Complementary and Alternative Medicine to develop a curriculum and faculty training in evidence-informed practice. Pacific College of Health and Science continues to educate students in evidence-informed practice through the program curriculum developed from this grant.
- 11. To provide Chinese medical, body therapy, and holistic nursing services to the community. Pacific College of Health and Science provides over 50,000 low- and no-cost treatments annually at its onsite, offsite and community clinics.

### **Institutional Learning Outcomes**

- 1. **Critical Thinking:** identify and solve problems that require the integration of multiple contexts.
- 2. **Ethical and Moral Decision-Making Skills:** demonstrate the highest quality of decision-making, governed by ethical principles, integrity, honesty, and compassion.
- 3. **Evidence-Informed Practice:** utilize best available research and apply relevant findings to teaching, learning, and the care of the patients, clients, families, and communities.
- 4. **Integrative Health:** understand factors that influence health, wellness, and disease including mind, body, spirit, and communities.
- 5. **Compassionate Practice:** provide compassionate approaches to healthcare delivery when interacting with patients, clients, families, and communities.
- 6. **Interpersonal Communication Skills:** use interpersonal skills to maintain professional relationships with patients, clients, healthcare professionals, and communities.
- 7. **Collaboration Skills:** collaborate with patients, clients, health professionals, and communities to develop plans of care to achieve positive health outcomes.
- 8. **Equity, Diversity, and Inclusion:** interact and collaborate with diverse individuals and groups while acknowledging each other's perspectives and biases.
- 9. **Lifelong Learning:** engage in lifelong self-directed learning to validate continued competence in practice.

### SPIRIT OF THE HEALER

Traditionally, Chinese healers were expected to know eight levels of healing. These included spiritual healing, exercise, diet, geomancy (the art of placement), astrology, massage, herbology, and acupuncture. The healer's education would include techniques of self-development and self-defense, as well as the tools of the trade. Qigong (energy generation and circulation), taiji, and meditation were practiced to maintain one's own health and increase sensitivity. "Physician, heal thyself" was their conviction.

The "superior man," a phrase from the I Ching (Book of Changes), would be a master of the Five Excellences. In China, the Five Excellences were martial arts, medicine, painting, poetry, and calligraphy. There are few words to describe the depth of commitment these masters exhibited. The beauty and achievements they have left behind are a testament to man's highest aspirations.

At Pacific College of Health and Science, we have tried to honor this tradition. We expect that healers from all Pacific College of Health and Science programs will be "superior men and women." They will teach by example. They will prevent, not just cure, disease. We expect that this is a lifetime's challenge. With that in mind, we introduce you to the Pacific College of Health and Science.

### KEYS AND IMPORTANT TERMINOLOGY

PCHS Pacific College of Health and Science

SD San Diego NY New York CH Chicago

### **Program Key**

#### **Acupuncture and Chinese Medicine**

T-DAc Transitional-Doctor of Acupuncture

T-DAcCHM Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine

Specialization

DAc Doctor of Acupuncture

DAcCHM Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

MSAc Master of Science in Acupuncture

MSAcCHM Master of Science in Acupuncture with a Chinese Herbal Medicine

Specialization

CCHM Certificate in Chinese Herbal Medicine for Licensed Acupuncturists

FACE Facial Applications for Cosmetic Enhancement Certificate

#### **Asian Holistic Health and Massage**

AAS HHS Associate of Applied Science Holistic Health Science
AOS MT Associate of Occupational Studies Massage Therapies
CMT/AB\* Certificate in Massage Therapy/Asian Bodywork

\*Please note that CMT can also mean Certified Massage Therapist.

#### Health and Human Performance and Health Education

MSHHP Master of Science Health and Human Performance

BS PHEP Bachelor of Science in Public Health Education and Promotion

Nursing

BSN Bachelor of Science in Nursing (Prelicensure Option)

RN-to-BSN Bachelor of Science in Nursing (RN-to-BSN Completion Option)

MSN Master of Science in Nursing: Holistic Nurse Coach or Holistic Nurse Educator

HNC Holistic Nursing Certificate

**Medical Cannabis** 

MCC Medical Cannabis Certificate

### **Important Terminology**

#### **Academic Hour**

An academic hour is defined as 54 minutes of instruction.

#### Academic Hours/Units for Type of Learning

Didactic 15 academic hours = 1 term unit Hands-on/lab 30 academic hours = 1 term unit Clinical (non-nursing) 30 academic hours = 1 term unit Clinical (nursing) 45 academic hours = 1 term unit

For the purpose of verification of massage training by NYSED, NY regulations require the college to use a 14:1 ratio instead of the normal academic 15:1 ratio. However, classroom hours and tuition charges are based on the 14:1 ratio.

#### **Acupuncturist and Chinese Medical Practitioner**

In this catalog, the terms "acupuncturist" and "Chinese medical practitioner" may be used to mean any person who is a licensed or certified acupuncturist in any state, whether or not that person is licensed in a state where practitioners are tested and trained in herbology. In other words, the terms should not be considered technical/legal references. The terms are interchanged for literary variety. Please contact an admissions representative for the specific legal reference in a particular state.

LAc Licensed Acupuncturist CHM Chinese Herbal Medicine

#### **Biomedicine**

The term biomedicine refers to modern medicine and is preferred to "Western" medicine.

#### **Evidence-Informed Practice (EIP)**

Pacific College of Health and Science is a recipient of an NIH grant to train acupuncture faculty and students in evidence-informed practice. EIP is an approach that integrates clinical experience and findings, patient preferences, and research (all important types of evidence) into the process of healthcare delivery. Pacific College of Health and Science students learn the strengths and limitations of each element of the model and how to use them together to enhance clinical decision-making and patient outcomes. They learn to describe principles of research, critically appraise evidence, discuss the importance of research, and effectively apply relevant evidence in practice.

#### **Holistic Nursing**

Holistic nursing embraces all nursing that seeks to enhance the health of the whole person across the lifespan and practice settings.

RN Registered Nurse

### **Integrative Medicine**

Pacific College of Health and Science defines integrative medicine as a model of healing that goes beyond the treatment of disease to embrace a holistic approach to health and healing. Integrative medicine focuses on the patient as an individual and healing the whole person using the best treatments from all medical approaches possible. Patients and practitioners work as partners in addressing the different physical, social, and emotional reference points that shape a patient's well-being. Prevention and disease minimization represent the foundation of integrative healthcare and call upon the coordination of care across disciplines and institutions to help patients manage, maintain, and restore their health.

#### **Massage Practitioner**

The terms massage practitioner, massage therapist, body therapist, and body worker may be used interchangeably and may indicate graduates of any level of massage training.

CMT Certified Massage Therapist LMT Licensed Massage Therapist

MTh Massage Therapy

### **Course Numbering System and Key**

Pacific College of Health and Science identifies the level of its courses by number.

100-200 Lower division undergraduate courses 300-400 Upper division undergraduate courses 500-above Graduate and post-graduate courses

Concurrent: course(s) completed or taken in same term

Cred Hrs Credit Hours

Exam Req Exam Required: indicated comprehensive exam required prior to course(s)

Prereq Prerequisite: course(s) required to be completed to take current course

Req for Comp Required for Comprehensive Exams: course(s) required prior to taking indicated

Comprehensive Exam



### **Course Code/Identifier Key**

AC	Acupuncture	MA	Mathematics
BIO	Biology	NC	Nurse Coach
BT	Bodywork Therapies	NE	Nurse Educator
BTW	Bodywork Therapies	NR	Nursing
BU	Business	NUT	Nutrition
CAN	Cannabis	OM	Oriental Medicine
CHEM	Chemistry	PHY	Physiology
CL	Clinical	PSY	Psychology
CLM	Clinical, Massage	RES	Research
COM	Communications	SE	Specialty Elective
ENG	English	SOC	Sociology
FACE	FACE Certificate	SSP	Study Skills
HB	Herbology	SSS	Student Success Skills
HCE	Health Coach Elective	TCM	Traditional Chinese Medicine
HEP	Health Education and Promotion	TTS	Technology Training, Student
HM	Holistic Medicine	WS	Western Science
HPC	Human Performance Coaching	WSM	Western Medicine
HUM	Humanities		

### ACCREDITATION AND APPROVALS

All courses, degree, diploma, and certificate programs offered have been approved by the Board of Trustees or those invested with the power to do so by the Board of Trustees. Accreditation and approval documents may be obtained for review by contacting the campus director.

### **Institutional Accreditation**

Pacific College of Health and Science is accredited by:

Western Association of Schools and Colleges Senior College and University Commission (WASC [WSCUC]) 1080 Marina Village Parkway Suite 500 Alameda, CA 94501 510-748-9001 https://www.wscuc.org/

The following programs are accredited by WASC (WSCUC):

- Transitional-Doctor of Acupuncture
- Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Doctor of Acupuncture
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Acupuncture
- Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Health and Human Performance
- Master of Science in Nursing: Holistic Nurse Coach or Holistic Nurse Educator
- Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options)
- Bachelor of Science in Public Health Education and Promotion
- Bachelor of Professional Studies
- Associate of Applied Science (Holistic Health Science)
- Associate of Occupational Studies (Massage Therapies)
- Certificate in Chinese Herbal Medicine
- Certificate in Massage Therapy/Asian Bodywork
- Medical Cannabis Certificate
- Facial Applications for Cosmetic Enhancement (FACE) Certificate
- Holistic Nursing Certificate

### San Diego Campus

Pacific College of Health and Science (San Diego), founded in 1986, is a private institution approved by the:

California Bureau for Private Postsecondary Education (CA BPPE) 1747 North Market, Suite 225 Sacramento, CA 95834 888-370-7589 https://www.bppe.ca.gov/

Approval to operate by the CA BPPE means compliance with state standards as set forth in the California Private Postsecondary Act of 2009 and Division 7.5 of Title 5 of the California Code of Regulations. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the CA BPPE. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The San Diego campus offers the following on-ground degrees and certificates:

- Doctor of Acupuncture
- o Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- o Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Associate of Applied Science (Holistic Health Science)
- Certificate in Massage Therapy/Asian Bodywork

The San Diego campus offers the following online degrees and certificates:

- o Transitional-Doctor of Acupuncture
- o Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- o Master of Science in Health and Human Performance
- Medical Cannabis Certificate
- o Bachelor of Science in Public Health Education and Promotion
- o Medical Cannabis Certificate
- o Facial Applications for Cosmetic Enhancement (FACE) Certificate

The following degrees/certificates at the San Diego campus are not offered as of Spring 2023:

- o Master of Science in Health and Human Performance
- o Bachelor of Science in Public Health Education and Promotion

The Associate of Applied Science (Holistic Health Science) and the Certificate in Massage Therapy/Asian Bodywork (CMT/AB) programs at the San Diego campus are approved by the California Massage Therapy Council (CAMTC): Approval Code #SCH0099:

CAMTC 1 Capitol Mall #800 Sacramento, CA 95814 916-669-5336 https://www.camtc.org/ Attendance and/or graduation from a CAMTC-approved school does not guarantee certification by CAMTC. Applicants for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq. A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the CAMTC.

### **New York Campus**

Pacific College of Health and Science (New York) was founded in 1993 and is registered with the New York State Education Department (NYSED) and approved by the Board of Regents:

NYSED 89 Washington Avenue Albany, NY 12234 518-474-3852 https://www.nysed.gov/

The New York campus offers the following on-ground degrees and certificates:

- Associate of Occupational Studies (Massage Therapies)
- o Bachelor of Professional Studies/Master of Science in Acupuncture
- Bachelor of Professional Studies/Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- o Certificate in Chinese Herbal Medicine

The New York campus offers the following online degrees and certificates:

- Master of Science in Nursing: Holistic Nurse Coach or Holistic Educator
- o Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options)
- Holistic Nursing Certificate

### **Chicago Campus**

Pacific College of Health and Science (Chicago) was founded in 2000 and is authorized for operation by the Illinois Board of Higher Education (IBHE):

IBHE
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
217-782-2551
https://www.ibhe.org/

The Chicago campus offers the following on-ground degrees and certificates:

- Doctor of Acupuncture
- o Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Acupuncture
- o Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Certificate in Chinese Herbal Medicine

The following certificate at the Chicago campus is no longer offered as of Spring 2023:

o Certificate in Massage Therapy/Asian Bodywork

### **Online Program Approvals and Exemptions**

Pacific College of Health and Science is authorized for or exempted from operation in over 35 states. Pacific College of Health and Science is approved to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV). Pacific College of Health and Science is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227; (651) 642-0567; <a href="https://www.ohe.state.mn.us/">https://www.ohe.state.mn.us/</a>

# **Programs by Campus/Location**

	SAN	NEW	CHICAGO	ONLINE
	DIEGO	YORK		
Associate of Applied Science (Holistic Health Science)	X			
Associate of Occupational Studies (Massage Therapies)		X		
Bachelor of Science in Public Health Education and Promotion	X			X
Bachelor of Science in Nursing (RN-to-BSN Completion Option)		X		X
Bachelor of Science in Nursing (Prelicensure Option)		X		
Bachelor of Professional Studies/Master of Acupuncture		X		
Bachelor of Professional Studies/Master of Acupuncture with a Chinese Herbal Medicine Specialization		X		
Certificate in Chinese Herbal Medicine		X	X	
Certificate in Massage Therapy/Asian Bodywork	X			
Certificate in Holistic Nursing		X		X
Doctor of Acupuncture	X		X	
Transitional-Doctor of Acupuncture	X	X	X	
Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	X		X	
Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	X	X	X	X
Facial Applications for Cosmetic Enhancement Certificate	X			X
Master of Science in Acupuncture			X	
Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization	X		X	
Master of Science in Health and Human Performance	X			X
Master of Science in Nursing		X		x
Medical Cannabis Certificate	X			X

### **Programmatic Accreditation**

#### **ACAHM Accreditation**

The following programs offered by Pacific College of Health and Science are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- Master of Acupuncture
- Master of Acupuncture with a Chinese herbal medicine specialization
- Doctor of Acupuncture including a Doctor of Acupuncture degree completion track
- Doctor of Acupuncture with a Chinese herbal medicine specialization including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
- Certificate in Chinese herbal medicine

The program(s) listed above may offer courses via distance education. ACAHM does not accredit any programs at the undergraduate/bachelor level. Accreditation status and notes may be viewed on the ACAHM Directory (<a href="https://acahm.org/directory-menu/directory">https://acahm.org/directory-menu/directory</a>). ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952/212-2434; <a href="https://acahm.org">https://acahm.org</a>.

Pacific College of Health and Science advertises the doctoral degree completion opportunity as the "transitional doctorate" programs in order to distinguish that pathway from the entry-level pathway. However, this professional doctorate completion track for graduates of ACAHM-accredited/pre-accredited master's-level programs is considered by ACAHM to be a component of the overall professional doctorate.

#### **ACEN Accreditation**

Pacific College of Health and Science's Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) and Master of Science in Nursing (MSN) programs are accredited by the Accreditation Commission for Education in Nursing (ACEN):

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, GA, 30326
404-975-5000
www.acenursing.org

ACEN is a specialized accrediting agency for nursing recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

#### **AHNCC Endorsement**

Pacific College of Health and Science's Bachelor of Science in Nursing (RN-to-BSN Completion Option) program is endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC):

AHNCC 81 Linden Loop Cedar Park, TX 78613 900-463-0786, ext. 11 https://www.ahncc.org/

### LICENSING EXAMINATIONS AND REQUIREMENTS

### **Licensure and Certification Disclosure**

Pacific College of Health and Science offers several programs leading to professional licensure within the states of California, Illinois, and New York. The following programs may lead to a professional license or certification that is required for employment:

	CALIFORNIA	NEW YORK	ILLINOIS
Associate of Applied Science (Holistic Health Science)	X		
Associate of Occupational Studies (Massage Therapies)		X	
Certificate in Chinese Herbal Medicine	X	X	X
Certificate in Massage Therapy/Asian Bodywork	X		
Doctor of Acupuncture			X
Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	X		X
Master of Science in Acupuncture		X	X
Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization	X	X	X
Bachelor of Science in Nursing (Prelicensure Option)		X	

Please note the state approvals are from the California Bureau of Private Postsecondary Education (BPPE), the Illinois Board of Higher Education (IBHE) and the New York State Education Department (NYSED).

Licensing and certifying agencies or employers may perform background checks to determine eligibility to become licensed or employed. Applicants who have a conviction should check the regulations of the states in which they want to become licensed to consider their eligibility. Therefore, it is impossible for any institution to guarantee admission to, eligibility for, or passage of any licensing exam required by any state or national licensing or testing board. The date of graduation may affect a student's eligibility date to sit for required exams. Students must obtain and submit their own applications to sit for any state or national exam and request in writing that Pacific College of Health and Science send academic documentation to the relevant agencies. Please refer to https://www.pacificcollege.edu/about/licensure-disclosure for up-to-date information and the college's official Licensure Disclosure.

**Relocation:** States, districts, and territories have varying rules, requirements and regulations that govern education leading to professional licensure or certification. Should a student relocate during the course of a program to another state, district or territory, it may negatively impact the student's ability to remain in the program, meet the state licensure requirements, and/or continue to receive financial aid funding. Prior to considering any state relocation, it is very important that you contact your program officials to discuss authorization and licensure eligibility requirements.

**International Students:** Pacific College of Health and Science enrolls nonimmigrant alien students in online programs not leading to professional licensure or certification on a case-by-case basis. Please note that international students, including U.S. citizens living abroad, cannot enroll in any nursing programs which are intended to prepare students for licensure and employment in the United States or have clinical practice requirements. Prior to enrolling, it is very important that you contact program officials to discuss eligibility and program requirements.

State Professional Licensure/Certification Disclaimer: Please note that states, districts, and territories vary in what professions they require to be licensed/certified and how licensure/certification is acquired. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules, and requirements. Pacific College of Health and Science is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location. Students interested in programs leading to licensure or certification should review the licensure requirements for the state in which they choose to practice.

**U.S. Department of Labor's Standard Occupational Classification Codes:** The college has programs that lead to the following job classifications according to https://www.bls.gov/oes/current/oes\_stru.htm#29-0000:

Acupuncturists 29-1291 Massage Therapists 31-9011 Registered Nurses 19-1141

# Acupuncture/Chinese Herbal Medicine Licensure and Certification

Qualified graduates of the acupuncture programs that include a Chinese herbal medicine specialization at all three campuses may apply to take the California Acupuncture Licensing Examination (CALE). Only graduates from schools approved by the California Acupuncture Board are allowed to sit for this exam. As of January 2017, only graduates of colleges that have applied for ACAHM accreditation will be eligible to sit for the CALE. To obtain the California acupuncture licensing exam application, please contact the:

California Acupuncture Board 1625 N Market Blvd., Suite N-219 Sacramento, CA 95834 916-515-5200 https://www.acupuncture.ca.gov/.

During the internship year of their program, eligible Pacific College of Health and Science DAc, DAcCHM, MSAc, and MSAcCHM students may apply to take the following exams of the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM): Acupuncture, Foundations of Oriental Medicine, Point Location and Biomedicine. Additionally, DAcCHM, MSAcCHM, and CCHM students are eligible to take the Chinese Herbology section of the NCCAOM exam and are eligible for Oriental Medicine and Chinese Herbology certification upon graduation. The NCCAOM acupuncture exam is used by many states outside California, including New York and Illinois, as a part of their licensing requirements. Specific information about state licensure requirements can be obtained at <a href="https://www.nccaom.org/state-licensure/#">https://www.nccaom.org/state-licensure/#</a> and/or the state agencies listed below.

To obtain the NCCAOM board exam applications, please contact:

**NCCAOM** 2001 K Street, NW, 3rd Floor North Washington, DC 20006 888-381-1140 https://www.nccaom.org/

To obtain the New York acupuncture license application, please contact:

New York State Education Department: Office of the Professions 89 Washington Avenue Albany, NY 12234-1000 518-474-3817

https://www.op.nysed.gov/acupuncture.

To obtain the Illinois acupuncture license application, please contact:

Illinois Department of Financial and Professional Regulation 555 West Monroe Street, 5th Floor Chicago, IL 60661 888-473-4858 https://idfpr.illinois.gov/profs/acupuncture.html

Please check https://www.pacificcollege.edu/about/licensure-disclosure/acupuncture for continual updates and state agencies as state laws/rules/regulations are frequently subject to change.

### **Massage Therapy Licensure or Certification**

Qualified graduates of the AAS HHS, AOS MT, and CMT/AB programs are eligible to take the Massage and Bodywork Licensing Examination (MBLEx) administered by the Federation of State Massage Therapy Boards (FSMTB). To obtain the MBLEx application, please contact:

**FSMTB** 7300 College Boulevard, Suite 650 Overland Park, KS 66210 866-962-3926 https://www.fsmtb.org/mblex/

Oualified graduates of the AAS HHS, AOS MT, and CMT/AB programs are eligible to take the Board Certification in Therapeutic Massage and Bodywork (BCTMB®) exam administered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB). To obtain the BCETMB® exam application, please contact:

**NCBTMB** 1333 Burr Ridge Parkway, Suite 200 Burr Ridge, IL 60527 800-296-0664 https://www.ncbtmb.org/

Qualified graduates of AAS HHS and AOS MT degrees, depending on course selection, are eligible to be a Certified Practitioner (CP) by the American Organization for Bodywork Therapies of Asia (AOBTA®). To learn more about the AOBTA®-CP requirements, please contact:

AOBTA®
391 Wilmington Pike, Suite 3, Box 260
Glen Mills, PA 19342
484-841-6023
https://aobta.org/

Massage certification in the state of California is awarded by the California Massage Therapy Council (CAMTC). A CAMTC Certified Massage Therapist (CMT) is required to have the equivalent of 500 or more hours (or the credit unit equivalent) of formal education and training in massage therapy. Applicants for CAMTC certification shall have attended 500 supervised hours total with 100 of those hours satisfying CAMTC specified subjects. Additional specific information about state licensure requirements can be obtained from the state agencies listed below. To obtain the CAMTC Certification application, please contact:

CAMTC 1 Capitol Mall #800 Sacramento, CA 95814 916-669-5336 https://www.camtc.org/

Qualified graduates of the AOS MT degree in New York are eligible to take the New York State Massage Therapy Examination administered by the New York State Education Department: Office of the Professions (NYSED OP). To obtain the New York State Massage Therapy Examination application, please contact:

NYSED OP New York State Board for Massage Therapy 89 Washington Avenue Albany, NY 12234-1000 518-474-3817, press 1 then ext. 570 https://www.op.nysed.gov/massage-therapy

Please check https://www.pacificcollege.edu/about/licensure-disclosure/massage-therapy for continual updates and state agencies as state laws/rules/regulations are frequently subject to change.

# **Nursing Licensure and Certification**

Qualified graduates of the Bachelor of Science in Nursing (Prelicensure Option) are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) administered by the National Council of State Boards of Nursing (NCSBN). To obtain NCLEX-RN application information for New York, please contact:

New York State Education Department Office of the Professions 89 Washington Avenue Albany, NY 12234-1000 518-474-3817

https://www.op.nysed.gov/professions/registered-professional-nursing/

The Department of Education requires the education institution to provide a list to students detailing where the education institution has determined the curriculum meets licensure requirements, does not meet licensure requirements, and where no determination has been made about licensure requirements. Please see: <a href="https://www.pacificcollege.edu/about/licensure-disclosure/nursing">https://www.pacificcollege.edu/about/licensure-disclosure/nursing</a>

The Bachelor of Science in Nursing (RN-to-BSN Completion Option), Holistic Nursing Certificate (HNC) and Master of Science in Nursing (MSN) are for licensed RNs and do not lead to licensure.

The Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) and the Holistic Nursing Certificate (HNC) curricula are aligned with the Holistic Nurse Board Certification (HN-BC®) exam content administered by the American Holistic Nurses Credentialing Corporation (AHNCC). To obtain the AHNCC board exam application, please contact:

AHNCC 81 Linden Loop Cedar Park, TX 78613 900-463-0786, ext. 11 https://www.ahncc.org/

The MSN curriculum of the Holistic Coach track is aligned with Nurse Coach Board Certificated (NC-BC®) exam content administered by the American Holistic Nurses Credentialing Corporation (AHNCC). To obtain the AHNCC board exam application, please contact:

AHNCC 81 Linden Loop Cedar Park, TX 78613 900-463-0786, ext. 11 https://www.ahncc.org/ The MSN curriculum of the Holistic Educator track is aligned with the content of the Certified Nurse Educator (CNE®) exam administered by National League for Nursing (NLN). To obtain the NLN board exam application, please contact:

NLN 2600 Virginia Avenue, 8<sup>th</sup> Floor Washington, DC 20037 800-669-1656

https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview

Please check https://www.pacificcollege.edu/about/licensure-disclosure/nursing for continual updates and state agencies as state laws/rules/regulations are frequently subject to change.

### **Health Coach Certification**

There is no federal law, rule or regulation that governs the practice of health coaching and its professional qualifications. Eligible graduates of the Master of Science in Health and Human Performance can be awarded a certificate of completion from the college.

### THE CAMPUSES

### **Hours of Operation**

Pacific College of Health and Science hours of operation are 6:00 am Pacific to 9:30 pm Pacific.

### San Diego Campus

The main campus of Pacific College of Health and Science is conveniently located at 7445 Mission Valley Road in the heart of San Diego's Mission Valley, situated in a nicely landscaped medical and technology park. The school has parking options available, easy freeway access, and is minutes from shopping centers, beaches, and affordable housing.

The busy Pacific College of Health and Science Clinic offers acupuncture, herbal medicine, and massage therapy to the San Diego community. Licensed acupuncturists, interns, assistants, and massage therapists work as a holistic team. Their use of the herbal pharmacy as well as massage and Chinese physical therapies demonstrates the many tools available to holistic healers. Treatments provided by Pacific College of Health and Science students ensure that the clinic remains one of the busiest in San Diego and will persist as a valuable educational experience for students. Pacific College of Health and Science interns have participated in research funded by the National Institutes of Health as well as institutionally sponsored research.

The library provides a large physical collection and vast electronic resources in a facility conducive to study and research. Portions of the Chinese medical classics' collections of Giovanni Maciocia and Drs. Ted Kaptchuk and Richard Yeh reside here. The library may be opened to interested health professionals, patients, researchers, and alumni by special arrangement. It is regularly recognized by the National Library of Medicine for its services to support community health information in San Diego.

Pacific College of Health and Science does not have dormitory facilities under its control but assists students in finding housing through identifying neighborhoods close to the college. Many homes and apartments in San Diego are built on canyons and offer spectacular views and a feeling of country living within the city.

### **New York Campus**

The New York campus is located in Lower Manhattan. New York City residents call the area south of Chambers Street and the Brooklyn Bridge "downtown," which includes City Hall, various federal and local government buildings, and the neighborhoods of Battery Park City to the west, the Financial District in the middle, and the South Street Seaport to the east.

The college's classrooms, lounges, study halls, library, and offices are located on the 19th floor of 110 William St., offering stunning views of the East River, Brooklyn Bridge, and Freedom Tower. The clinic, conveniently located on the ground floor lobby, is visible to thousands of potential patients. The Fulton Street subway stop is located directly underneath the building, offering unparalleled convenient, public transportation to school.

After relocating from its home of 20 years in the Flatiron district, the new clinic and campus was custom designed to the college's exacting standards. Attention was paid to details large and small. A feng shui specialist, consulted during the construction, worked with a well-known architect to design a modern and free-flowing space conducive to learning.

One of New York's best-kept secrets is its natural world. Whether walking among 20,000 tulips in Central Park's Conservatory Gardens, enjoying the High Line, or kayaking on the Hudson River, New York City is a pleasant surprise to any nature lover. For a longer break from the hustle and bustle, upstate New York and the beaches of Long Island are readily accessible by public transportation.

Pacific College of Health and Science does not have dormitory facilities under its control but does assist students in finding housing through identifying neighborhoods close to the college.

### **Chicago Campus**

On August 24, 1999, the Illinois Board of Higher Education approved Pacific College of Health and Science to offer the first graduate program in Chinese medicine in the state. While some said that the home of the American Medical Association would be a challenging environment for Chinese medicine, we disagreed, and we were right. Pacific College of Health and Science has received an enthusiastic welcome from the medical establishment in Chicago, including Evanston Northwestern and St. Joseph's Hospitals. The proximity of such influential organizations offers an opportunity for unprecedented cooperation and mutual respect. In our opinion, the combined efforts of the biomedicine and Chinese medicine communities in Chicago will lead to the recognition and acceptance of Chinese medicine as an integral and indispensable part of America's healthcare system. We expect that students and graduates of Pacific College of Health and Science's Chicago campus will continue to play an important role in this achievement. In 2004, in cooperation with the acupuncture associations of Illinois, Pacific College of Health and Science helped to eliminate the requirement that an acupuncture patient obtain a medical referral prior to treatment: now acupuncturists can see their patients directly. This is a testament to the confidence that state legislators have in the safety of acupuncture and the qualifications of licensed acupuncturists.

Pacific College of Health and Science's Chicago campus is located at 65 East Wacker Place, between Michigan and Wabash, in the northeast section of the "Loop" near Millennium Park. The campus is accessible by all public transportation (CTA buses, trains, and METRA commuter trains). Its bright and colorful facilities house classrooms and offices and the college provides an acupuncture clinic and an herbal dispensary for student training.

Steps away from the Chicago River and the Magnificent Mile (Michigan Avenue), our campus has panoramic views of the city. As part of the vibrant downtown center, our students are able to enjoy free concerts in Millennium Park, peaceful strolls along the river walk and a wide variety of cultural events, fairs, and celebrations. The North Bridge section of Chicago is famous for its restaurants, shopping on Michigan Avenue and State Street and its theater district. This area of Chicago is part of the Educational Corridor, home to several colleges, bookstores, coffee shops and entertainment venues.

Pacific College of Health and Science does not have dormitory facilities under its control but assists students in finding housing through identifying neighborhoods close to the college.

Pacific College of Health and Science does not have a dedicated parking area. We recommend the use of public transportation as a green alternative to driving. However, if you are driving to our campus, we have several discounted parking garages nearby. As part of its green initiative, the city of Chicago has installed multiple bike racks on every street corner, making our campus truly accessible by all forms of transportation.

### **Online Education Department**

Pacific College of Health and Science's Online Education department was created to develop and offer degrees and certificates to residents in additional states and internationally. Pacific College of Health and Science' virtual campus and the distance education format have become an integral part of the college. We offer online classes to the following states: Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming.

Please check <a href="https://www.pacificcollege.edu/state-authorization-of-distance-education">https://www.pacificcollege.edu/state-authorization-of-distance-education</a> for continual updates as state laws/rules/regulations are frequently subject to change. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state authority and cannot be offered to students residing in that state.

**Relocation:** Should a student relocate during the course of a program to another state, it may negatively impact the student's ability to remain in the program, meet the state licensure requirements, and/or continue to receive financial aid funding. Prior to considering any state relocation, it is very important that you contact your program officials to discuss authorization and licensure eligibility requirements. Please also visit the <a href="State Authorization of Distance Education webpage">State Authorization of Distance Education webpage</a> for updated information.

### **BOARD OF TRUSTEES/ADMINISTRATIVE STAFF**

### **Board of Trustees**

The ownership corporation retains the right to make ultimate decisions in the best interest of investors and the corporation. The corporate board of directors appoints the board of trustees. The board of trustees includes shareholder representation, but public members comprise the majority membership. The board of trustees hires and evaluates the chief executive officer.

Jack Miller, LAc, MA
Robert Baizer, MBA
Daniel Neuwirth, MBA
Terry Blatnick, BA
Gina Lepore, DAOM, MBA
Tara Cortes, PhD, RN, FAAN
Joy White, MSN, MBA, WHNP-BC

### **Institutional-Level Employees**

Institutional employees play a crucial role in supervising and coordinating the activities of staff and faculty members across all three campuses and online.

#### **Institutional Administration**

Malcolm Youngren, MA, MEd, Chief Executive Officer, President

Claudio Pico, Executive Vice President of Finance, Chief Financial Officer

Chris Eastlack, MBA, Vice President of Admissions

Genevieve Feliu, PhD, Dean of Arts and Sciences

Raquel Fereres, MS, Director of Library Services

Ashley Kowal, EdD, Vice President of Student Services

Marcy Madix, PHRca, Vice President of Human Resources

Cynthia Neipris, LAc, DACM, Vice President of Alumni and Career Services

Deborah Reuss, MA, CMT, CES, Institutional Dean of Massage

F. Patrick Robinson, PhD, RN, ACRN, CNE, ANEF, FAAN, Vice President of Nursing Education

Greg Russo, MS, Vice President of Information Technology

Diane Smith-Levine, EdD, MSN, MHA, BSN, RN, CNE, Senior Director of Nursing Regulatory Affairs

Leng Tang-Ritchie, DAOM, LAc, Vice President of Clinical Education and Operations

Ethan Webster, Director of Financial Aid and College Registrar

### **Campus Administration**

Each of the three campuses has local administration led by a campus director. At the individual campus level, deans and department chairs are hired or appointed in line with the college's mission. Academic deans and directors of education ensure that admissions standards, curriculum, faculty qualifications, and outcomes conform to higher education purposes.

San Diego April Paniagua, Campus Director

Deborah Reuss, MA, CMT, CES, Institutional Dean of Massage Valerie Razutis, DAOM, LAc, Associate Dean of Graduate Studies

Elaine Elefano, Director of Student Services Liesl Fisher, MA, Director of Admissions

Ethan Webster, Director of Financial Aid and College Registrar

Isabel Rios, College Bursar

Francisco Contreras, Senior Facilities Technician

**New York** Kellie Knight, BA, Campus Director

F. Patrick Robinson, PhD, RN, ACRN, CNE, ANEF, FAAN, Vice President of Nursing

Education

Christy Hennessey, DNP, MBA, RN, Dean of Nursing Genevieve Feliú, PhD, Dean of Arts and Sciences

Kayla Noonan, MA, Executive Director of Nursing Admissions Rachel Choudhury, MSN, RN, CNE, Associate Dean of Nursing Nafeeza Uddin-Schmidt, EdD, Director of Student Success, Nursing Gail Fung, PhD, Director of Clinical Learning Development, Nursing

Daphne Lysius, MS, RN, NI-BC, CHSE, Director Clinical Labs and Simulation, Nursing

Chrysso Neophytou-Tsimis, Dean of Graduate Studies

Krystal Stone, MA, LMT, Director of Asian Holistic Health and Massage Therapy

Robert Johnson, JD, MSAc, LAc Director of Clinical Services

Michael Santoro, Senior Director of Admissions

Patricia A. Krolewski, Registrar Isabel Rios, College Bursar

Kevin Ramkalwan, Facilities Manager

**Chicago** Dave Frech, MSTOM, Campus Director

Brendan Mattson, DACM, LAc, Academic Dean of Graduate Degree Programs

David Sol, DAc, LAc, LMT, CFMP, Academic Dean, Undergraduate Degree Programs

Sarah Langthorne, DACM, LAc, Director of Clinical Services

Patricia A. Krolewski, Registrar

Tanya Novakova Kondeva, Financial Aid Officer

Isabel Rios, College Bursar

### **ACADEMIC CALENDAR**

Tri-Semester Yearly Sequence: Winter, Spring, and Fall

Academic calendars for each campus can be viewed at: <a href="https://www.pacificcollege.edu/news/calendar">https://www.pacificcollege.edu/news/calendar</a>

#### **Online**

Students in the MSN, Bachelor of Science in Nursing (RN-to-BSN Completion Option), and Holistic Nursing Certificate programs follow the New York campus academic calendar while students in all other online programs follow the San Diego campus academic calendar.

### **EDUCATIONAL METHODS**

- 1. To admit students with the educational preparation necessary to undertake and appreciate the unique program and information provided in the study of acupuncture, massage therapy, holistic nursing, and Chinese medicine.
- 2. To present therapeutic massage, holistic nursing, and Chinese medical theory in a sequential format, in such a way that students achieve a firm theoretical foundation, which enables continued learning of the practical skills necessary to work in the college clinic, private practice, and integrative medical facilities.
- 3. To present the wide variety of theoretical patterns as well as diagnostic and treatment procedures that have arisen throughout Chinese medicine's long history, including zang-fu, five phases, Japanese and Korean acupuncture theories, and more. This will enable students to make informed choices as to their own practice preferences and the treatment needs of their patients. Within the individual programs, appropriate attention is paid to knowledge and skills relevant to the California, New York, Illinois, and national Chinese medical and/or body therapy licensing or certification examinations.
- 4. To utilize technological and theoretical advances in instructional design to increase the quality of, and access to, the college's educational resources. The top academic roles at Pacific College of Health and Science are filled with individuals with graduate degrees in education and extensive experience applying adult education theory, educational technology, distance education, and curriculum development.
- 5. To present courses in a schedule accessible to working adults, as well as part-time and full-time students.
- 6. To provide a clinical experience that follows from and enhances didactic training, ensuring both clinical competence and confidence on the part of the graduate and effective healthcare for patients. Pacific College of Health and Science students begin to participate in the clinical experience very early in their training.

### **Academic Freedom**

In 1940, representatives of the American Association of University Professors and the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a set of principles known as the 1940 Statement of Principles on Academic Freedom and Tenure. Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. The principle of academic freedom at Pacific College of Health and Science allows faculty involvement in formulation of the curriculum through the Curriculum Advisory Committee. However, Pacific College of Health and Science remains responsible for the academically sound formulation of curriculum and course content, and faculty are responsible for teaching defined learning outcomes. Faculty members are encouraged to tailor teaching/learning strategies including remediation and curricular support to promote academic success when possible. Traditional principles of academic freedom are maintained as adapted from the AAUP.

### **Program Review**

All programs at Pacific College of Health and Science are subject to systematic review. The program review process includes assessment by internal and external reviewers of student learning, retention data, graduation rates, and certification and licensure pass rates. The Curriculum and Program Review Committee (CPR) drives the review process and follows an annual schedule of review. It is supported by the institutional research analyst. To strengthen the peer review process, the college includes external reviewers who provide additional perspectives from higher education. The results of the review are presented back to the faculty.

### **E-Learning Coursework**

Taking courses or programs online allows students to engage in academic activity at convenient times and helps create the flexibility needed to balance school and other aspects of daily life. The college offers web-enhanced courses in all its programs. Courses offered online through all our campuses can be completed by students in any of our programs, a unique scheduling flexibility that other colleges cannot offer. The college offers three variations of online learning:

Hybrid courses: Students spend a portion of their time in a classroom environment in

addition to online activities, which substitutes for classroom time. The

same faculty member is in both settings.

Fully online courses: Students spend 100% of their time in an online setting, with instruction,

support, and advice from a regularly scheduled faculty member. There is

little to no on-site classroom instruction.

Web-enhanced courses: Courses that use online resources to enhance instruction but not to

replace any physical classroom time.

Students should expect to participate in some web-enhanced, hybrid, or fully online courses. Elearning courses are delivered via a state-of-the-art platform designed for a great student experience. Courses are accessible from any desktop or laptop computer, as well as from tablets

and smartphones. The college assesses each student's readiness for online learning and provides support or remedial training.

# Additional Help in Navigating Pacific College of Health and Science E-Learning/College Learning Management System Oriented Classes

- For help with course material, assessments, assignments, or course logistics, contact the faculty member.
- For technical help with StudentHub, go to https://studenthub.pacificcollege.edu/knowledgebase/pchs-technical-support/ for:
  - o Technical resources to enable you to navigate your learning journey effortlessly.
  - o Topics to address everyday challenges during your learning journey.
  - o Tech support: four (4) communication channels.

### **OUR FACULTY**

The history of Chinese medicine and massage spans centuries and crosses international borders. Pacific College of Health and Science has assembled an expert and varied academic team to do justice to this expansive body of knowledge. While new compared to the history of Chinese medicine, the knowledge and skills provided by holistic nursing and medical cannabis faculty are also highly valued at Pacific College of Health and Science.

Pacific College of Health and Science's well-known faculty is one of the most respected in this country and abroad. Faculty members have been selected for their ability to convey a deep appreciation of Chinese medical theory, holistic nursing, body therapy, medical cannabis therapeutics, and an understanding of the problems that affect patients in today's modern culture. The Pacific College of Health and Science faculty has the ability to understand the students' questions, answer them, and lead the students to greater understanding and even more profound questioning.

Pacific College of Health and Science's faculty members recognize their responsibility as role models and mentors. From acupuncturists to medical doctors to nurse educators, Pacific College of Health and Science's faculty are an important, continuing resource during your education and beyond into private practice. Pacific College of Health and Science employs nearly 200 faculty members at three campuses. Therefore, it is impossible to describe their interesting backgrounds in detail here. However, please visit our website (<a href="http://www.pacificcollege.edu/about/faculty">http://www.pacificcollege.edu/about/faculty</a>) for faculty biographies. Because the faculty is our most valuable resource, we hope you take their classes to experience them firsthand.

All Pacific College of Health and Science faculty meet the standards and qualifications for teaching specified by our approval agencies and our accrediting bodies.

### INTEGRATIVE MEDICINE COLLABORATIONS

Pacific College of Health and Science cooperates with the medical communities in the cities it serves. The relationships reflect not only Pacific College of Health and Science's mission and commitment to such projects, but the growing acceptance of integrative medicine by allied healthcare providers.

#### **Chicago Campus**

- Chicago Women's Health Center
- Iesse Brown VA Medical Center
- Rush Hospital

### **New York Campus**

- ArchCare
- BronxCare Health
- Columbia University Health
- Grand Meridian Clinic
- Jamacia Hospital Medical Center
- NYU Langone Health
- On Point with New York Harm Reduction Educators
- The Institute for Family Health Sidney Hillman/Phillips Family Practice
- Veteran's Administration Hospital/Pain Management Center
- Yinova

#### San Diego Campus

- Integrative Health Nights
- Iacobs Medical Center Inpatient Oncology
- Owen Clinic for HIV and AIDS at UC Can Diego Health
- Rady Children's Hospital Inpatient
- RIMAC with UC San Diego Athletic Department
- Saffron and Sage
- San Diego American Indian Health Cetner
- San Diego Legion
- San Diego Sports Acupuncture
- Stanford Stem Cell Research Institute with UC San Diego health
- Survivors of Torture
- Topkare Hospice
- UC San Diego Health Family Medicine Outpatient
- UC San Diego Health Medi-CAL

These healthcare alliances were current at the time of publication of the document. Opportunities vary by campus, and sites may have been added or expanded since the time of publication.

# **PACIFIC SYMPOSIUM**

Pacific Symposium is the largest acupuncture and integrative medicine conference in the US and one of the most prominent worldwide. It provides the international community of holistic healers access to renowned authors and researchers and exceptional practitioners of East-Asian and integrative medicine. The leading speakers from around the world join students, faculty, alumni, and hundreds of acupuncturists and integrative medicine practitioners for an entire week of learning, sharing and community building through classes, exhibitors, parties, and special events. Past guests have included Dr. Deepak Chopra, Dr. Ted Kaptchuk, Ravi Shankar, Dr. Andrew Weil, Dr. Bruce Pomeranz, Dr. Michael Smith, Kiiko Matsumoto, Giovanni Maciocia, Matt Callison, John Chen, Bob Flaws, Mantak Chia, Dr. Paul Unschuld, Alex Tiberi, Mazin Al-Khafaji, and others, along with many members of Pacific College of Health and Science's faculty. Pacific College of Health and Science students serve as hosts to the Symposium lecturers, creating an inspiring and rewarding experience for both host and guest along with networking opportunities and fun. More information can be found at <a href="https://www.pacificcollege.edu/symposium">https://www.pacificcollege.edu/symposium</a>.

# **CONTINUING EDUCATION**

Continuing education events are presented at all three campuses throughout the year, covering a wide variety of related subjects so students and alumni can continue to expand their knowledge, network and community. Past events have included Facial Diagnosis, Clinical Energetics, Acupuncture in Labor and Delivery, Spirit of the Herbs (a Five Element Approach), Trauma Informed Care, Battlefield Acupuncture, Brain Health, Successful Communication in the Healthcare Landscape and more.

In addition, the college offers a wide range of live and recorded online continuing education courses and short certificate programs via the Pacific Center for Lifelong Learning: (<a href="http://pacificcenterforlifelonglearning.com">http://pacificcenterforlifelonglearning.com</a>) as well as free offerings on the Pacific College of Health and Science YouTube channel: <a href="https://www.youtube.com/@PacificCollege">https://www.youtube.com/@PacificCollege</a>.

Alumni receive discounts on continuing education and may also take courses in the regular college curriculum for which they qualify at any Pacific College of Health and Science campus on a space-available basis. Alumni receive a 10% discount for any class in their program not taken while enrolled in a program, and may retake any course previously taken for a nominal audit fee.

# **POLICIES AND PROCEDURES**

# **Philosophy**

Pacific College of Health and Science is committed to creating and maintaining a community in which all college community members can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation.

#### Statement of Non-Discrimination

The college prohibits discrimination of one person by another for any reason including, but not limited to: veteran status, race, color, religion, sex, national origin, ancestry, age, physical or mental disability, medical condition including genetic characteristics, pregnancy status, marital status, sexual orientation, and gender identity.

#### **Sexual Harassment Prevention**

The college is strongly opposed to sexual harassment and such behavior is prohibited both by law and by Pacific College of Health and Science policy. It is Pacific College of Health and Science's intention to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy. For complete information see the college's Discrimination and Sexual Harassment Policies and Procedures.

# **Statement on Diversity**

Pacific College of Health and Science is committed to providing an atmosphere where all human potential is valued. The college strives to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration.

#### **Students with Disabilities**

See the "Disability Support Services" section and download the Disability Support Services Policies and Procedures document from the Pacific College of Health and Science website.

# **Student Responsibility to Stay Informed**

Students are required to be familiar with all rules and regulations set forth in the college catalog, the financial aid bulletin, clinic manuals, and notices and memos posted on the college bulletin board, distributed by the student communication files, or sent via email.

# **Admissions and Registrar**

Prospective applicants are encouraged to schedule a pre-application appointment with a Pacific College of Health and Science admissions representative who can assist candidates in making application decisions. With the broad choice of degrees and programs offered at three different campuses and online, we expect that a potential student will have many questions. We are happy to spend the time necessary to answer every question, no matter how big or small, so that potential students will feel confident in their decisions.

It is the college's aim to admit applicants who have demonstrated a strong desire to enter the field of Chinese medicine, holistic health, nursing, or body therapy, and have sufficient ability to appreciate and take advantage of the unique curriculum offered to Pacific College of Health and Science students.

Candidate applications are accepted for entry each term throughout the year. Students may enroll up to the first day of classes in any term. Prospective applicants are encouraged to apply for admission well in advance of the beginning of classes because class size is limited, and classes are subject to closure or cancellation. Students needing financial aid are encouraged to apply at least 30 days prior to the start of a term.

### **Admissions Procedure**

To apply, an applicant should send the following to the Office of Admissions:

- Completed Pacific College of Health and Science Application Form
- Application fee (\$50; \$100 for doctoral applicants)
- One current, full-face, passport-size photo for student file (requirements vary by program)
- Personal statement describing your motivation for entering the field of Chinese medicine, holistic nursing, and/or massage therapy.
  - Doctoral/Master's/Bachelor's programs: typed essay should be double-spaced and approximately 1 to 2 pages in length
  - Associate/Certificate programs: 2-3 sentences in the space provided on the application describing their reasons for pursuing this profession
  - Non-matriculated: no written statement is required

# **Additional Required Documentation after Submission of Application:**

- Doctoral/Master's/Bachelor's Programs: official transcripts from all colleges and previous
  programs should be sent directly to Pacific College of Health and Science from the institution. If
  applicable, please have the records department of your college send the password to retrieve
  an e-transcript from a college website to the registrar of Pacific College of Health and Science.
  For quicker processing of your application while the college awaits official transcripts, you may
  send unofficial copies of your transcripts with your Application Form.
- International Students: International documents in a non-English language must be
  accompanied by a certified translation into English, including transcripts from each college or
  university attended. Indicate the number of lecture and laboratory hours or units devoted to
  each course as well as grades received. Include copies of official documents indicating the
  award of degrees with the title and date conferred.

- California Acupuncture/Chinese Medicine Students: Students who submit these kinds of transcripts will be required to submit official documentation to the California Acupuncture Board as well at the time of application to the CALE exam.
- International Students: If you attended a school outside the United States, an academic
  evaluation of international transcripts/documents in terms of American accredited equivalency
  must be sent to Pacific College of Health and Science. Contact Pacific College of Health and
  Science's admissions representatives for names and addresses of agencies that perform this
  evaluation. For quicker processing of your application while the college awaits official
  transcripts, you may send unofficial copies of your transcripts with your application form.
  - California Acupuncture/Chinese Medicine Students: Students who submit these documents will be required to submit official, original documentation to the California Acupuncture Board as well, at the time of application to the CALE exam.
  - Transitional Doctorate Students: Internationally trained applicants pursuing transitional
    doctoral programs must meet all ACAHM standards for acceptance. An applicant's
    previous education must be validated as equivalent to a master's degree by a recognized
    educational credentials evaluation service. Prospective students are encouraged to have
    their educational transcripts evaluated course-by-course by a credentialing agency wellversed in evaluation of programs of study in acupuncture and Chinese medicine. Check
    with your admissions representative for a list of evaluators.
- New York Residents: All students enrolled in education programs in New York State must provide evidence of two doses of measles vaccination and one dose each of mumps and rubella vaccinations.

Pacific College of Health and Science does not accept ability-to-benefit students for admission to our programs.

### **Veterans Information**

Pacific College of Health and Science is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code. Contact the bursar and/or financial aid representative for specific program eligibility. To honor our veterans, Pacific College of Health and Science waives the application fee for all U.S. veterans.

# **Validity of Documentation**

If Pacific College of Health and Science has any reason to believe a student's diploma or transcript is not valid or was not obtained from an entity that provides secondary or post-secondary education (as applicable), it will take additional steps to determine the validity of the document. Pacific College of Health and Science may contact the granting institution or confirm with the relevant state agency to determine the validity of the document. If Pacific College of Health and Science has reason to believe a Title IV applicant is committing fraud, the U.S. Department of Education's Office of the Inspector General will be notified.

#### **Public Education (New York)**

In an expression of Pacific College of Health and Science's mission to further the understanding of Chinese medicine, Pacific College of Health and Science may allow a limited number of students to enroll in specific courses of general interest without fulfilling all the prerequisites of admission to a particular program or course. Such courses are normally limited to massage courses, taiji, and

qigong. For more information and to apply for public education courses, please contact one of Pacific College of Health and Science's admissions representatives.

#### **Non-Matriculated Students**

Students who meet the prerequisites for admission to a program and specific courses may, on a space available basis, take Pacific College of Health and Science courses with the approval of the academic dean. For more information and to apply for non-matriculated status, please contact one of Pacific College of Health and Science's admissions representatives.

#### The Admissions Interview

An admissions interview may be requested after reviewing your file. An admissions decision is made based upon review of a completed file. Applicant files are comprised of the application, application fee, personal statement (if required), and required transcripts from prior education.

For applicants who require an admissions interview, the interview is scheduled after the applicant file is complete. Once a file is complete and reviewed, the admissions team will contact the applicant to schedule an appointment for them with a member of the academic team. An admissions interview may be required of all applicants seeking first-time admission, readmission, or admission with advanced standing (transfer from another school). The admissions interview is an opportunity for the applicant to demonstrate an understanding of, and interest in, the selected program of study. It also provides the applicant with an introduction to the college and policies as well as an opportunity for them to ask additional questions they may have.

#### **Notification of Decision**

The Admissions Committee makes all final acceptance decisions. Each applicant is given notification in writing of full acceptance, conditional acceptance (if an option), placement on a waiting list, or denial, normally within 30 days of the interview.

#### **Enrollment Documents**

You will be asked to complete and sign the following other documents to complete your student file:

- Consumer information/fact sheet (San Diego)
- Enrollment agreement
- Honor code
- Classroom/clinic arbitration agreement
- Parking policy (San Diego only)

#### **Appeal of Admissions Decision**

An applicant who is denied admission based on not meeting one or more of the criteria required may appeal the admissions decision in writing within 30 days of denial.

# **Applicant Status**

**Full Acceptance** Full acceptance indicates that the applicant has fulfilled all admission

requirements at the time of acceptance into a degree or certificate program.

Conditional Acceptance Conditional acceptance is granted when the Admissions Committee has determined that an applicant meets the minimum number of prerequisite credits for entry into the program but has a low undergraduate grade point average. Such applicants must take a specified program of study and must achieve minimum grades prescribed by the Committee to continue in the program. All requirements must be fulfilled within a specified time frame (normally one academic term). Applicants who are granted conditional acceptance enroll at their own risk. If they cannot satisfy the requirements within the indicated time frame, they may be disqualified from the program with no refund beyond those stated in the refund policy.

Acceptance with Administrative Deficiencies When an applicant has demonstrated the necessary qualifications for acceptance, but has not provided all application items, e.g. official transcripts, letters of reference, etc., they may, at the discretion of the Admissions Committee, be allowed to begin classes. However, such students are ineligible for Title IV financial aid and will not be allowed to continue in the program for more than one term. Applicants who are granted Acceptance with Administrative Deficiencies enroll at their own risk. If they cannot resolve the administrative deficiencies within the indicated time frame, they may be disqualified from the program with no refund for completed or inprogress courses.

# **International Student Applicants**

# **International (Nonimmigrant) Applicants**

Pacific College of Health and Science enrolls nonimmigrant alien students in online programs not leading to professional licensure or certification on a case-by-case basis. Please note that international students, including U.S. citizens living abroad, cannot enroll in any nursing programs. Prior to enrolling, it is very important that you contact program officials to discuss eligibility and program requirements.

Special application and admission procedures are required of all international F-1 students. Permanent residents, refugees, and aliens in other nonimmigrant statuses should follow the regular application and admission procedures.

International (F-1 nonimmigrant) applicants must submit a copy of their passport name page and an affidavit of financial support, together with supporting documentation such as bank statements or a bank letter dated within 6 months of their first term start date, from their sponsor, verifying that they have adequate resources to pay tuition, food, lodging, books, fees, and incidental expenses for one academic year, and, barring unforeseen circumstances, that funds will be available for subsequent years. For the amount required, please contact an admissions representative or see the international student page on the college website. Bank statements must be converted into U.S. dollars and translated into English.

Furthermore, international applicants must provide two official transcripts for each previous institution attended. Students will be required to submit original transcript evaluation

documentation to the California Acupuncture Board as well at the time of application to the CALE exam.

The I-20 will be issued only after the applicant's file is complete, the applicant is fully accepted into the respective program, and the tuition deposit has been received by the college. International students are allowed to enter the U.S. 30 days prior to the start date of the I-20, which is recommended in order to get settled before school begins. The tuition deposit is credited toward tuition upon matriculation. A non-refundable I-20 fee of \$100 will be withheld from the deposit if the applicant does not attend the college. Students coming to the college from outside the U.S. will receive detailed instructions regarding how to apply for the visa and how to enter the U.S. together with the I-20 form. Non-immigrant F-1 students transferring from another approved school within the U.S. must also provide a copy of their current I-20, passport name page, visa, and electronic I-94 document with the application, along with the completed school transfer information form.

An I-20 can only be issued for the Acupuncture program with the Chinese Herbal Medicine concentration. Students cannot change programs once enrolled . The Acupuncture-only program is ineligible for an I-20. Nonimmigrant students are not eligible for U.S. federal financial aid.

# **General Information for International (F-1) Students**

International students arriving at the college from abroad must provide the college with a copy of their passport name page, visa, and entry stamp. The Department of Homeland Security (DHS) requires that all international students: 1) enroll in a full course of study, which is defined as 12 units per term, except in special circumstances that will be explained at the international student orientation, 2) attend classes regularly, and 3) make satisfactory progress towards completion of the degree.

International students who apply for admission from outside the United States may be admitted each term (three times a year). A student is accepted only for the term indicated on the I-20 and on the letter of acceptance and must complete class registration that term. If the student would like to change the admission date to a different term, the applicant must request a change of their starting date in writing, possibly submit new financial documents, and receive a new I-20.

Once enrolled, international students must report any of the following activities to the college immediately: change of legal name, address, program of study, request for I-20 extension, and/or desire to transfer to another institution. There is currently no dormitory housing available at Pacific College of Health and Science.

Applicants for whom English is a second language must meet English language requirements. See "English Language Requirements" at the beginning of this Admissions section.

#### **Orientation**

Orientation dates and times are communicated to applicants by the admissions department upon acceptance to the college. All new students must attend this orientation. Students who miss the orientation must notify their admissions representative immediately. A separate orientation or meeting with a campus-designated student officer for new international students will take place to inform them of their obligations and privileges as F-1 non-immigrant students in the U.S. The international student advisor will contact students individually to set this special orientation date.

# **Transfer Credits**

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Pacific College of Health and Science is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in any Pacific College of Health and Science program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Pacific College of Health and Science to determine if your credits or degree or certificate will transfer.

# **General Transfer Credit Policy**

- 1. Individual programs may have specific transfer credit requirements that supersede the general transfer credit policy below. Please refer to the program-specific transfer credit policies that follow or speak with an admissions representative for more information. Eligible applicants will receive an official transfer credit evaluation detailing how their previous coursework applies to their intended program of study. Credit decisions rest with Pacific College of Health and Science and are final.
- 2. Transfer credit may be awarded for equivalent coursework documented by an official transcript that indicates the units or hours of training in each subject. Degree-level may determine transferability. For example, undergraduate courses may not be transferrable to graduate-level coursework.
- 3. Only coursework completed at an accredited or candidate institution of an agency recognized by the Secretary of Education may be transferable.
- 4. A grade of "Pass" or "C" (2.0) or above is required for transfer; requirements vary by program. Credits accepted for transfer may reduce those credits required in the program, provided the courses are consistent with the course requirements of the curriculum in which the student enrolls.
- 5. Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the specific field for which transfer credit is requested.
- 6. Transfer credit may be granted, for a limited number of courses, to individuals who have passed a state-recognized licensing examination; requirements vary by program.
- 7. Transfer credit is officially recorded by the end of your first term.
- 8. Courses taken at Pacific College of Health and Science branches are interchangeable and not considered transfer credit.
- 9. Coursework taken at another institution after admission to Pacific College of Health and Science is not transferable unless approved in advance in writing by the transfer analyst team.
- 10. Coursework transferred is not included when computing grade point average.

Pacific College of Health and Science has not entered into an articulation or transfer agreement with any other college or university at time of publication.

# **Intercampus Transfer Policy**

Continuing students who are in good standing at one of the Pacific College of Health and Science campuses are eligible to transfer to one of the other three locations: San Diego, Chicago, or New York. Students may only transfer if the campus they wish to attend offers the same program or if they are eligible for a program change. Prior to transferring, students will need to sign a new Enrollment Agreement, which could potentially impact program requirements, financial aid, or veteran benefits. Students should consult with their current academic advisor and the Financial Aid Office regarding their eligibility for transfer and potential impacts.

To be eligible for transfer, students must be in good academic standing and must have no outstanding balance at their current campus. Students who transfer campuses are not eligible for a second transfer to another campus until they have completed two consecutive terms at the new campus. A \$100 transfer fee must be paid to the Registrar's Office in order to complete the transfer process.

# **Acupuncture and Chinese Medicine Transfer Credits**

# Transitional-Doctorate of Acupuncture (T-DAc) Transitional-Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)

- No more than 5 units of transfer will be granted (PCHS acupuncture graduates are the exception).
- Only graduate-level courses completed with a grade of C or better are eligible.
- A minimum of 17 units must be completed at Pacific College of Health and Science.

### **Doctor of Acupuncture (DAc)**

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM) Master of Science in Acupuncture (MSAc)

# Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

- To transfer from a master's to a doctorate program, students must meet the 90-semester unit minimum required for admission to the doctoral program before transferring into the doctorate program.
- If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program.
- Students will be responsible for the DAc/DAcCHM co-requisite requirements.

Students in the DAcCHM/MSAcCHM program are qualified to sit for the California Acupuncture Licensure Exam and are subject to the following California Acupuncture Board (CAB) regulations:

- Subject to relevant state regulations and licensing agency rules, applicants may receive transfer credit for up to 50% of the total program credit requirements. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.
- Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition and vitamins, history of medicine, medical terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school

which is approved under Article 4, Section 94770 of Chapter 7 of Part 59 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.

# DAc, DAcCHM, MSAc, and MSAcCHM Transfer Credit Exceptions

Pacific College of Health and Science does not grant transfer credit for the following courses: Advanced Clinical Internships and Advanced Needle Techniques. Transfer students must take either Clinical Observation or a Clinical Assistantship course at Pacific College of Health and Science prior to entering any level of clinical training.

Transfer credit for Practice Management and Ethics is only granted for comparable courses taken at accredited acupuncture colleges. Other prior business courses are not transferable.

# Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists Facial Applications for Cosmetic Acupuncture (FACE) Certificate

No transfer credit policy

# **Asian Holistic Health and Massage Transfer Credits**

# Associate of Applied Science Holistic Health Science (AAS HHS) Associate of Occupational Studies Massage Therapies (AOS MT) Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

- San Diego: transfer credit maximum is 50% of a CAMTC-school approved program
- New York: transfer credit maximum is 25% of program or approximately 250 hours

# **MSAcCHM Degree Students in Massage Programs Policy**

Master's degree students can receive extensive transfer credit from the master's degree toward earning the massage therapist certificate. They are awarded a tuition rebate toward the cost of massage licensure. If master's degree students complete the massage classes instead of using their transfer credit, they receive a rebate towards the cost of massage licensure.

#### Health and Human Performance and Health Education Transfer Credits

# Master of Science Health and Human Performance (MSHHP)

- No more than 6 units of transfer credit will be granted.
- Only graduate-level courses completed with a grade of C or better are eligible. A minimum of 30 units must be completed at Pacific College of Health and Science.

# Bachelor of Science in Public Health Education and Promotion (BS PHEP)

• No transfer credit policy.

# **Nursing Transfer Credits**

# Master of Science in Nursing (MSN): Holistic Nurse Coach or Holistic Nurse Educator

• The consideration for transferring in of credits to replace any MSN course includes course content, complexity, assessment standards, and inclusion of holistic aspects.

- Courses must have been taken within the past five years at a programmatically accredited
  master's in nursing program with an earned grade of "pass" or "B-" or above to be
  transferable. Courses must also be graduate-level and comparable to Pacific College of
  Health and Science MSN courses.
- Applicants may receive transfer credit for up to 25% (or 10 credits) of courses.
- Courses taken to fulfill requirements of the Bachelor of Science in Nursing (RN-to-BSN Completion Option) may not be used to fulfill requirements for the MSN.
- Specialty track courses are not eligible to receive transfer credit.

# **Bachelor of Science in Nursing (RN-to-BSN Completion Option)**

- Licensed RNs who have earned an associate degree or diploma in nursing from a programmatically accredited (ACEN, NLN CNEA) will be granted 34 credit hours of proficiency credit for prior nursing coursework.
- A total of 60 credits of general education coursework is required for the degree. Nine of these credits must be taken at Pacific College of Health and Science. The remaining 51 may be transferred in or taken at Pacific College of Health and Science:
  - o 6 credits of English
  - 6 credits of Communication
  - o 6 credits of Behavioral Sciences (psychology or sociology)
  - o 6 credits of Humanities (3 credits ≥300 level); philosophy, history, literature, art, religion, music, foreign language, etc.)
  - o 27 credits of any Arts and Sciences discipline (6 credits ≥300 level)

# **Holistic Nursing Certificate (HNC)**

• No transfer credit policy

# **Bachelor of Science in Nursing (Prelicensure Option)**

A minimum of a grade of B- must be obtained in and must have been taken within the last 5 years for the following courses to be transferred:

- MA102: College Algebra
- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

In addition, the following courses, with their accompanying lab, must always be transferred together:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

For example, you cannot transfer in BIO110 Human Anatomy and Physiology I and just take BIO110L Human Anatomy and Physiology I Lab, or vice versa.

All other non-general education courses transferred to PCHS must have a minimum grade of C.

# PACIFIC COLLEGE of HEALTH AND SCIENCE IMPROVING LIVES EXPONENTIALLY

The following courses cannot be transferred:

- NR (Nursing) courses
- BIO300: Pathophysiology
- BIO400: Psychoneuroimmunology

The program accepts transfer credits from approved alternate course credit providers for specific courses in the following categories:

- Writing and communications
- Social sciences
- Arts and humanities
- Science: introductory courses in biology, chemistry, and nutrition
- Mathematics: algebra and statistics

The college does not accept transfer credits from approved alternate course credit providers for the following courses:

- Anatomy and physiology/labs
- Microbiology

Applicants may receive transfer credit for up to 57 credits for general education coursework.

To make an admission decision, PCHS requires official transcripts from every post-secondary institution (college, university, career school, etc) the applicant has attended. If an applicant has courses in progress at the time of application, they may be conditionally admitted if the cumulative GPA available is above 2.75. However, conditionally admitted students must ensure that the official transcript is received by PCHS by the Friday of week 2 of the term. Failure to do so will result in administrative withdrawal from the program. Furthermore, if the earned grades of the courses in progress lower the cumulative GPA below 2.75, the student will be administratively withdrawn from the program.

Please note that if PCHS discovers that a student has attended post-secondary institutions but has not submitted official transcripts during the application process, the student will be withdrawn from the program, regardless of when this discovery is made. The college often becomes aware of additional post-secondary work through the notation of transfer credits from other institutions on submitted transcripts or through financial aid history.

It is the sole responsibility of the applicant or student to ensure that the college receives all transcripts from post-secondary institutions prior to an admission decision.

### **Medical Cannabis Transfer Credits**

#### **Medical Cannabis Certificate (MCC)**

• No transfer credit policy

#### **Non-Traditional Credits & Prior Learning Assessment**

In order to meet the pre-requisite requirement of 60 or 90 credits earned (dependent on your chosen program), we will accept credits earned from the following organizations and national testing programs:

- o College Board Advanced Placement (AP)
- o College Board College Level Examination Program (CLEP)
- o American College Testing Proficiency Examination Program (ACT/PEP)
- o Berlitz Language Evaluation
- StraighterLine
- o Study.com
- o U.S. Armed Forces Institute (USAFI) program
- o Defense Activity for Non-Traditional Education Support (DANTES/DSST) tests

Non-traditional credits can also be earned toward transfer credits and general education requirements, as well as pre- and co-requisite requirements. For these requirements, we will accept credits earned from the following organizations and national testing programs:

- College Board Advanced Placement (AP)\*
- o College Board College Level Examination Program (CLEP)
- o American College Testing Proficiency Examination Program (ACT/PEP)
- o U.S. Armed Forces Institute (USAFI) program
- o Defense Activity for Non-Traditional Education Support (DANTES/DSST) tests

\*To receive credit, students must submit an original copy of their scores directly from the College Board. We cannot accept AP scores from high school or college transcripts. Each AP examination with a score of 3, 4 or 5 will be granted three (3) undergraduate credits; credit will not be given for scores of 2 or 1.

Only the following courses are pre-approved to use toward transfer credits needed, general education, pre-, and co-req requirements:

- General chemistry
- General psychology
- General biology
- College-level math

For transfer credits and pre- and co-requisite requirements, you may apply for up to 30 credits towards the model curriculum.

#### **Auditing Classes**

Students may choose to audit a class for which they already have credit for a reduced fee. (See fee pages or ask the Academic Dean or Student Advisor.) Auditing classes outside a student's major or minor program coursework, for which a student does not already have credit, is also possible at full tuition. Academic dean or student advisor approval is required. Auditors must respect the priority access of credit students to teachers' time. Auditing is permitted on a space-available basis only.

Students in the nursing programs are not permitted to audit courses.

<sup>\*</sup>Any other courses can be submitted case-by-case for approval from our academic teams.

# **Student Status**

# **Full-Time/Half-Time Designation**

This section defines the minimum number of credits or hours per term to qualify as a full-time or half-time matriculated student for purposes of financial aid.

Master's or entry-level doctoral degree students who have reached graduate level loan status:

Full-time: 12 units Half-time: 6 units or more

Massage therapist certificate, bachelor's, and associate degree students, and master's or entry-level doctoral degree students still receiving undergraduate level loans:

Full-time: 12 units Half-time: 6 units or more

#### **Academic Hour**

An academic hour is defined as 54 minutes of instruction.

# **Units/Hours for Type of Learning**

Didactic 15 academic hours = 1 term unit Hands-on/lab 30 academic hours = 1 term unit Clinical (non-nursing) 30 academic hours = 1 term unit

Nursing programs 1 credit hour = 1 term unit Clinical (nursing) 45 academic hours = 1 term unit

For the purposes of verification of massage training by NYSED, NY regulations require the college to use a 14:1 ratio instead of the normal academic 15:1 ratio. However, classroom hours and tuition charges are based on the 14:1 ratio.

# **Registration and Payment**

# **Registration Procedures**

Continuing students may register for the next term, without late fees, at any time up to the 10th week of the current term. Newly accepted students may register for courses without late fees at any time prior to the beginning of the term but are encouraged to register early before classes reach maximum enrollment. Administrative fees for any term are due with the student's first tuition payment, rather than at the time of registration.

### **Late Registration**

Continuing students who have not registered during the official registration period will be assessed an administrative late fee in addition to the regular administrative fee.

# **Academic and Clinical Course Load**

The maximum academic (does not include clinic) coursework for which a student may register is 20 units in any term; higher levels of registration must be approved by the academic dean or student advisor in writing, and such approval will only be granted after reviewing the student's previous academic load and grade point average.

For the master's and entry-level doctoral degree programs, the school believes it is important to allow enough time for interns to integrate classroom learning with the practical aspects of clinical

training. To this end, the clinical internship must be completed over the course of at least three terms and cannot be accelerated even if additional clinical shifts are taken in any term. Any intensive shifts (shifts taken during a term break) are considered part of the term that precedes it. Note that this does not apply to MSN students.

A student is considered registered for courses only when all registration forms have been completed, and tuition has been paid or a promissory note has been signed, for the term. Academic credit will not be given for attendance in classes unless the student is properly registered.

# **Tuition Payment Plans**

Tuition and fee payments are due and payable on the third Wednesday after the start of the term. However, Pacific College of Health and Science offers students the option of paying tuition in four equal monthly payments over the course of the term. Students who have selected this method are responsible for a finance handling charge of \$25 for the term. Choosing this option does not obligate the student to use this method of payment in subsequent terms.

Payments are due as follows (subject to modification):

- Regardless of when a course first meets, the first tuition payment is due by the third
  Wednesday after the start of the term, and the three subsequent payments are due on the 10th
  calendar day (or the first business day thereafter if the 10th falls on a weekend), of the second,
  third, and fourth months of the term.
- Any pre-payment of tuition is subject to the refund policy and any tuition increase.
- Students opting to establish a payment plan must sign a promissory note by the Wednesday of week 3 of each term for any portion of tuition and fees being financed or not covered by financial aid.

# **Payment of Tuition by Credit Card**

Due to the expense incurred by the college, payment of tuition by credit cards for students using financial aid is prohibited.

### **Late Payment Fees**

If a student is late in making payments, they are charged a late fee when the payment due date is missed plus an additional late fee 14 days after the payment due date is missed. This continues each month a student owes the college a payment, until the end of the term. Students with a balance due may not be allowed to register for subsequent terms.

In the case of students expecting financial aid, the following procedures apply: late fees and tuition payments are waived for a student who submits a complete financial aid application and whose financial aid file is certified as complete by a financial aid officer or assistant by the priority processing deadline (30 days prior to the beginning of the term). Any time after this deadline, if a complete financial aid application is submitted, any further late fees will be waived.

#### **Account Balance**

A student's previous account balance must be cleared prior to attending classes in a subsequent term. Any future receipt of payment made to the student's account will be applied first toward any

balance due. Students who drop out of the institution with an outstanding balance are reported to a credit reporting agency after an attempt has been made to contact the student for repayment.

# **Additional Non-Nursing Clinical Courses**

On a space-available basis and at the discretion of the clinic director, students may audit extra clinical shifts at half the usual tuition rate. Malpractice insurance fees must also be applied when a student is enrolled in a clinical course.

# Student Tuition Recovery Fund Disclosures (San Diego only)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program and a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges to zero dollar (\$0.00) per one thousand dollars (\$1,000) of institutional charges. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

# **Admissions Requirements**

# **Institutional (Required for All Programs)**

# **English Language Proficiency Requirements**

Academic success at Pacific College of Health and Science is dependent upon the student's ability to communicate in English. The ability to understand, speak, read, and write in English must be well-developed in order to learn material with full comprehension in a reasonable period of time. This level of proficiency is greater than that required for daily living. Therefore, every effort should be made to perfect English skills prior to being admitted to the College. Pacific College of Health and Science does not provide English language services.

Students who are not native speakers of English must take the Test of English as a Foreign Language (TOEFL) iBT (Internet-Based Test) of both written and spoken English.

**Associate/Certificate Programs English Language Proficiency Requirement** TOEFL/iBT score of 61; 500 (on the paper-based exam).

# Master's Programs and Bachelor of Science in Nursing (RN-to-BSN Completion Option) English Language Proficiency Requirement

English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

- 1. The student must have completed a two-year (60 semester credits or 90 quarter credits), baccalaureate- or graduate-level, English-based education in an institution:
  - a) accredited by an agency recognized by the U.S. Secretary of Education, or
  - b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland.
  - In all cases, English must have been both the language of instruction and the language of the curriculum used.
- 2. For programs not taught in English, the student must score a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), including a minimum speaking exam score of 26 and a minimum listening exam score of 22, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam.

Note: Under certain circumstances, international applicants to Pacific College of Health and Science may request a waiver for the TOEFL/IELTS requirement when applying for admission. The college will consider, on a case-by-case basis, waiver requests from applicants who fall into *at least one* of the following categories:

- 1. The applicant has completed international schooling that included coursework which was taught in English.
- 2. The applicant has at least five years residency in the U.S., working in an establishment where all activities are conducted in English.
- 3. The applicant has at least one of the above circumstances and also has completed a degree in the U.S. that does not meet the total credit requirement.

# Professional Doctorate [PD] Programs and Bachelor of Science in Nursing (Prelicensure Option) English Language Proficiency Requirement

English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

- 1. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution:
  - a) accredited by an agency recognized by the U.S. Secretary of Education, or
  - b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland.

In all cases, English must have been both the language of instruction and the language of the curriculum used.

2. Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT) Acceptable scores:

TOEFL iBT total score – 80 and TOEFL iBT speaking score –26.

International English Language Testing System (IELTS)
 Acceptable scores:
 ELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0.

Note: Under certain circumstances, international applicants to Pacific College of Health and Science may request a waiver for the TOEFL/IELTS requirement when applying for admission. The college will consider, on a case-by-case basis, waiver requests from applicants who fall into *at least one* of the following categories:

- 1. The applicant has completed international schooling that included coursework which was taught in English.
- 2. The applicant has at least five years residency in the U.S., working in an establishment where all activities are conducted in English.
- 3. The applicant has at least one of the above circumstances and also has completed a degree in the U.S. that does not meet the total credit requirement.

# Essential Functions for Individuals Entering the Fields of Acupuncture and Massage

Those interested in Pacific College of Health and Science programs should possess the technical and academic capacity for the acquisition of knowledge and skills and the ability to perform those skills as a clinician. These capacities must also be maintained by students to progress successfully in the program. Pacific College of Health and Science is committed to supporting students with disabilities with reasonable accommodations that do not fundamentally alter program standards or appropriate expectations of a graduate serving a patient population. (See section on "Disability Services")

The technical capacities include:

Sensory/observation: Students/clinicians must be able to gather information from a patient or client observed both at a distance and close at hand. A candidate must be able to examine the body surface and structure for signs of disease, palpate for abnormalities and gather

auditory data to support an accurate diagnosis and ensure the safety and proper care of patients and monitor response to treatment.

Motor: Students/clinicians must possess motor function sufficient to perform the procedures associated with a medical or massage and bodywork practice and the care, safety, and protection of patients. This includes the fine and gross motor capabilities of conventional practice, as well as the capacity to function in an emergency situation or to provide basic life support as necessary. Unique to the practice of manual therapies, a candidate must possess sufficient strength, coordination and palpatory sensitivity to achieve satisfactory clinical influence on patients. These techniques may involve lifting patients' bodies in an assisted range of motion exercises, facilitated stretching, and vigorous rocking or oscillating motions such as those utilized in tui na, involving tolerance for lifting up to 50 lbs.

Further skills include: ability to perform screening tests of joints and muscles (sensation, range of motion, and strength); ability to palpate and treat skin, soft tissues, and joints; and ability to safely support patients in arranging themselves for treatment. Emergency procedures include: ability to perform unassisted CPR; ability to safely manage an unconscious patient; and ability to perform emergency first aid.

The behavioral capacities include:

Communication: Students/clinicians must be able to communicate effectively and sensitively with others at a professional caregiver level in both oral and written forms. This includes the capacities of active listening, appropriate emotional responsiveness, and clear exchange of information with awareness of appropriate professional boundaries. In addition, they must possess an awareness of and be sensitized to non-verbal communication in clinical settings.

Cognitive: Students/clinicians need to be able to gather information in an organized manner, analyze and apply clinical reasoning to develop a diagnosis and an integrated treatment plan and to evaluate the efficacy of treatment through well- focused inquiry. They must be able to comprehend and interpret medical literature and to read a large volume of sophisticated material quickly with considerable recall. They must be able to engage critically with the material and apply the principles in unfamiliar contexts and situations.

*Professionalism:* Students/clinicians must possess the emotional maturity, sensitivity, and stability necessary for the care of patients and the maintenance of appropriate professional boundaries. They must possess a capacity for critical self -reflection and a willingness to engage in the complex social environment of healing relationships with empathy, clarity and exceptional judgment. They must be prepared to operate as professionals in diverse and sometimes stressful environments with grace, flexibility, and equanimity.

# **Acupuncture and Chinese Medicine**

**Transitional - Doctorate of Acupuncture (T-DAc)** 

Transitional - Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)

Please review institutional admissions requirements/policies/procedures above. Prospective applicants are encouraged to apply for admission well in advance as the admissions evaluation process can be lengthy, and class sizes in any given term are limited. Candidates may apply at any time for terms beginning in January, May, or September of each year.

- Acupuncture degree GPA of 3.0 or higher.
- Acupuncture degree transcripts sent directly to Pacific College of Health and Science from previous institution(s).
  - An internal assessment of the previously completed acupuncture degree curriculum in comparison to Pacific College of Health and Science's master's degree will be conducted. Any substantial deficiencies are assigned as co-requisites to the program of study.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or international equivalent.\*
- Applicants must have successfully completed at least one course in each of the following: Biology, Chemistry, Psychology, Medical Report Writing, Clinical Science, and Orthopedic Neurological Evaluation.
  - Biology, Chemistry, and Psychology may be fulfilled through StraighterLine, Study.com, College Board CLEP, PCHS (via non-matriculating form), community college, or another accredited institution.
  - Medical Report Writing may be fulfilled through course BU612: Medical Report Writing or assessment CA501: Medical Report Writing.
  - Clinical Science may be fulfilled through course WS656: Clinical Science, assessment CA500: Clinical Science or the NCCAOM Biomedicine exam.
  - Orthopedic Neurological Evaluation may be fulfilled through courses WS541a: Orthopedic Neurological Evaluation 1 and WS542a: Orthopedic Neurological Evaluation 1 or assessment CA502: Ortho-Neuro Assessment.
  - o Please note there are fees associated with assessments.
- A statement describing the applicant's personal and/or professional history and any other information that would help the admissions committee assess readiness to contribute to Pacific College of Health and Science's doctoral culture.
- \* Students who attended an undergraduate school/acupuncture training outside the United States must request an academic evaluation of international transcripts/documents in terms of American accredited equivalency to be sent directly to Pacific College of Health and Science from the evaluating service. Internationally trained applicants pursuing transitional doctoral programs must meet all ACAHM standards for acceptance. An applicant's previous education must be validated as equivalent to a master's degree by a recognized educational credentials evaluation service. Prospective students are encouraged to have their educational transcripts evaluated course-bycourse by a credentialing agency that evaluates programs of study in acupuncture and Chinese medicine. Check with your admissions representative for a list of evaluators.

# **Doctor of Acupuncture (DAc)**

# Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

*Please review institutional admissions requirements/policies/procedures above.* Applicants who do not meet the following requirements should speak with an Admissions Representative to discuss their options.

- Applicants with a cumulative GPA of 2.75 or higher will be considered for full acceptance to
  the program. Previous academic performance in didactic classes may hold greater weight in
  the decision for admission than previous academic performance in hands-on/practical
  coursework. Applicants with lower grade point averages may be considered for full
  acceptance or conditional acceptance (or acceptance with requirements) to the program
  with evidence of recent, significant academic success, or professional achievement. Students
  who are accepted with requirements are assigned a course of study and academic goals to
  fulfill these for full acceptance into the program.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education, accredited/pre-accredited by ACAHM or international equivalent.\*
- Applicants who have not completed a BS or BA degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within the 90 semester units/135 quarter credits required for admission. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.
- Applicants must have either successfully completed at least one course in each of the following: Biology, Chemistry, and Psychology; or concurrently complete according to the following schedule:
  - o General Biology (usually taken Term 1) is a pre-requisite or concurrent requirement to Anatomy and Physiology 1 and Anatomy and Physiology 1 Lab.
  - o General Chemistry (usually taken by Term 3) is a pre-requisite to Biochemistry.
  - General Psychology (usually taken by Term 4) must be taken prior to the 1st Year Comprehensive Exam.

Master's students may not dual-enroll in the doctoral program. If a master's student wishes to enroll in the doctoral program, they must request a change of program if they have satisfied the admission requirements for the doctorate and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will receive a master's degree upon completion of the doctoral curriculum, but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

<sup>\*</sup> In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.

# DAc/DAcCHM General Education (GE) Requirements

The following Pacific College of Health and Science courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM programs:

- BIO101: General Biology (2.5 units)
- BT124: Taiji/Qigong (1.5 units)
- BT130: Tui Na Hand Techniques (1.5 units)
- BT230: Tui Na Structural Techniques (1.5 units)
- CL211: Clinical Counseling 1 (1.5 units)
- WS202: Medical Terminology (1.5 units)
- WS204: Biological Aspects of Physics (2.5 units)
- WS207: Survey of Biochemical Principles (2 units)

Pacific College of Health and Science's Associate of Applied Science Holistic Health Science (AAS HHS) and Associate of Occupational Studies Massage Therapies (AOS MT) programs qualify students to apply to Pacific College of Health and Science's master's degree programs. Depending on previous education, GE courses offered within the AAS or AOS may fulfill the GE requirement. If the courses are considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM, students must be enrolled in the MSAc/MSAcCHM program and change programs after completing the 90 units of undergraduate prerequisites. Admissions representatives can advise students on helpful general education courses to take.

The GE category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. To meet the master's degree requirements for admission, at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these GE requirements. A college admissions representative will describe these for you. Students completing an associate degree program at Pacific College of Health and Science or elsewhere may enroll in co-requisite and/or general education courses to gain eligibility to the doctoral programs.

# Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine specialization (MSAcCHM) *Please review institutional admissions requirements/policies/procedures above.* Applicants who do not meet the following requirements should speak with an Admissions Representative to discuss their options.

- Cumulative GPA of 2.75 or higher will be considered for full acceptance to the program.
   Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework.
   Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.
- Associate degree or its equivalent or higher, defined as at least 60 semester credits/90 quarter credits of education, (including nine semester hours in the biosciences for applicants to New York campus), at the baccalaureate level or the equivalent from an institution accredited by an agency recognized by the U.S. Secretary of Education.
- Applicants who have not completed a BS or BA degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within 90 semester units/135 quarter credits required for admission. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.

Master's students may not dual-enroll in the doctoral program. For a master's student to enroll in the doctoral program they must request a change of program if they have satisfied the admission requirements for the doctorate and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will receive a master's degree upon completion of the doctoral curriculum but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

Students admitted to the MSAc or MSAcCHM program are not eligible for Federal Financial Aid until they have completed a minimum of 72 semester/108 quarter hours through a combination of previously completed coursework and coursework completed while enrolled in the program.

### MSAc/MSAcCHM General Education (GE) Requirements

The following Pacific College of Health and Science courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM programs:

- BIO101: General Biology (2.5 units)
- BT124: Taiji/Qigong (1.5 units)
- BT130: Tui Na Hand Techniques (1.5 units)
- BT230: Tui Na Structural Techniques (1.5 units)

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- CL211: Clinical Counseling 1 (1.5 units)
- WS202: Medical Terminology (1.5 units)
- WS204: Biological Aspects of Physics (2.5 units)
- WS207: Survey of Biochemical Principles (2 units)

Pacific College of Health and Science's Associate of Applied Science Holistic Health Science (AAS HHS) and Associate of Occupational Studies Massage Therapies (AOS MT) programs qualify students to apply to Pacific College of Health and Science's master's degree programs. Depending on previous education, GE courses offered within the AAS or AOS may fulfill the GE requirement. If the courses are considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM, students must be enrolled in the MSAc/MSAcCHM program and change programs after completing the 90 units of undergraduate prerequisites. Admissions representatives can advise students on helpful general education courses to take.

The GE category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. To meet the master's degree requirements for admission, at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these GE requirements. A college admissions representative will describe these for you. Students completing an associate degree program at Pacific College of Health and Science or elsewhere may enroll in co-requisite and/or general education courses to gain eligibility to the doctoral programs.

#### MSAc/MSAcCHM New York Bioscience Requirement

Students requiring bioscience prerequisites can be admitted into the MSAc or MSAcCHM program under the condition that the 9 required bioscience credits are completed in the first and/or send term. Failure to meet this requirement will result in withdrawal from the program. New York students with over 72 credits upon admittance that require bioscience courses are eligible for Federal Financial Aid.

# Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

Please review institutional admissions requirements/policies/procedures above. Candidates are accepted for entry each term beginning in January, May, or September. Students may enroll up to the first day of classes in any term but should apply at least three months in advance as class size is limited.

• Cumulative GPA of 3.0 or greater

 Proof of graduation from an ACAHM-accredited college or proof of state license or NCCAOM certification

An interview with a college admissions representative may be scheduled before or after submission of the application. Students admitted to the CCHM program are not eligible for Federal Financial Aid until they have completed a minimum of 72 semester/108 quarter hours through a combination or previously completed coursework and coursework completed while enrolled in the program.

# Facial Applications for Cosmetic Acupuncture (FACE) Certificate

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0 or greater
- Proof of graduation from ACAHM-accredited college or its equivalent
- Must be licensed as an acupuncturist (or licensing equivalent where there is no licensing).

Exceptions to the aforementioned requirements may be made for Pacific College of Health and Science students who are past their second-year comprehensive examinations and maintain a cumulative GPA of 3.0 or higher. If students are granted this exception and enrolled concurrently in both the FACE program and another Pacific College of Health and Science degree/certificate program, we want to ensure their success. However, it's important to note that any scheduling conflicts, such as exams or clinic shifts, between the programs will not be overlooked. Absences from either will not be excused. Any scheduling conflicts will need to be addressed by the students proactively before enrolling.

Please keep in mind that it is vital to ensure that all program assignments align with the acupuncture regulations of the state governing body where clinical requirements are fulfilled. This includes meeting any licensure and malpractice requirements.

# **Asian Holistic Health and Massage**

Associate of Applied Science Holistic Health Science (AAS HHS) Associate of Occupational Studies Massage Therapies (AOS MT) Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

*Please review institutional admissions requirements/policies/procedures above.* 

- GPA of at least a 2.0 with the following guidelines:
  - 1. An applicant who presents a high school (HS) transcript with a GPA below 2.0, but who has earned a prior degree, or who has completed 12 or more college general educations credits with a GPA of 2.0 or higher will be accepted into the massage therapy and associate degree programs with less than a 2.0 HS GPA. No Wonderlic exam will be required.
  - 2. Applicants who present a GED must present a total score of at least 2475, (the minimum score is 2250); the state high school proficiency examination scores must be 10% above

- the standard for the test. In California, the CHSPE score in both the math and reading sections must be 385 or higher (passing is 350 in each section).
- 3. A DD form 214 verifying status as a high school graduate or equivalent qualify as a 2.0 GPA due to evaluation through the US military school certification process.
- 4. Applicants whose GPA is below 2.0 may be considered for conditional admissions.
- Applicants are required to provide the college with an official high school transcript, a certified copy of a high school diploma or GED certificate, or results of a state certified completion of a high school equivalency exam, as well as a transcript of the coursework completed while attending high school by the end of their first term\*. Copies of these documents are accepted to begin the application and enrollment process. If official documents are not received by the end of student's first term, they will not be allowed to enroll further, until they are obtained. (A copy of the diploma, transcript, or GED can be submitted and verified by staff by phone or by website, and verification placed in the file. However, it is preferable that the applicant also requests official copies to be sent directly to the college.)
- Proof of a previously earned, accredited associate degree acceptable for full credit to a bachelor's degree program or higher is also acceptable for admission to these programs. These should be mailed directly to the college.
- A notarized translation of foreign high school transcript bearing graduation date and an academic evaluation certifying accredited equivalency to an American high school program are also acceptable. In addition, the DD form 214 verifying status as a high school graduate or equivalent with course and grade equivalencies (if available) is also acceptable.

\*Note: Students in the massage therapy and associate degree programs may be required to obtain all post-high school transcripts if flagged for verification by the Department of Education for enrollment history.

# Health and Human Performance and Health Education

# Master of Science Health and Human Performance (MSHHP)

Please review institutional admissions requirements/policies/procedures above. The last incoming cohort for the MSHHP entered in Spring 2023 and new enrollments are not currently being accepted.

- Cumulative GPA of 3.0\*
- Completed Bachelor's degree
- Applicants must have either successfully completed at least one course or equivalent in each of the following: Anatomy and Physiology 2 and Psychology, or complete during the program according to the following schedule:
  - Anatomy and Physiology 2 (generally taken Term 1) is a pre-requisite to PHY551 Physiology of Human Performance.
  - General Psychology (generally taken Term 2) is a pre-requisite to PSY601 Psychology of Human Performance.
- \*Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant

academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.

# **Bachelor of Science in Public Health Education and Promotion (BS PHEP)**

Please review institutional admissions requirements/policies/procedures above. The last incoming cohort for the BS PHEP entered in Spring 2023 and new enrollments are not currently being accepted.

- Cumulative GPA of 2.5\*
- Completion of 30 credits at the undergraduate level.

# **Nursing**

# Master of Science in Nursing (MSN): Holistic Nurse Coach or Holistic Nurse Educator

*Please review institutional admissions requirements/policies/procedures above.* 

- BSN or higher from a regionally accredited institution recognized by the U.S. Department of Education or international equivalent and programmatically accredited by CCNE, ACEN, or NLN CNEA
- Official cumulative GPA of 3.0
- Active unencumbered RN license in state or jurisdiction where student's clinical experiences will occur
- Official transcripts from all higher education schools attended
- Resume/CV (concise and succinct)
- Written essay: a personal statement describing motivation for pursuing an MSN focused on holistic nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the MSN degree.

# To be eligible for MSN clinicals, proof of the following is required prior to clinical attendance:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course
- Personal health insurance
- Professional liability/malpractice insurance (\$1,000,000 per occurrence and \$3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - o 2 consecutive negative annual TB skin test OR
  - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))

<sup>\*</sup>Applicants with a lower undergraduate GPA (2.0 to 2.5) may be considered based on professional accomplishments, e.g., passing a healthcare licensing examination, work history, GRE scores, etc.

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- Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB
- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster(s). Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

# **Bachelor of Science in Nursing (RN-to-BSN Completion Option)**

*Please review institutional admissions requirements/policies/procedures above.* 

- Satisfactory completion of a programmatically accredited (ACEN, NLN CNEA) associate degree or diploma in nursing defined as achieving at least 60 semester credits/90 quarter credits
- Cumulative grade point average of 2.75 or higher in previous undergraduate level course work
- Active, unencumbered RN license in the state(s) or jurisdiction(s) where the student's clinical experiences will occur
- Written essay: a personal statement describing motivation for pursuing a BSN. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

# To be eligible for RN-to-BSN Completion Option clinicals, proof of the following is required prior to clinical attendance:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.

# PACIFIC COLLEGE of HEALTH AND SCIENCE IMPROVING LIVES EXPONENTIALLY

- Personal health insurance
- Professional liability/malpractice insurance (\$1,000,000 per occurrence and \$3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - o 2 consecutive negative annual TB skin test OR
  - o Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - o Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: documentation of 2 vaccines (series in progress acceptable)
   OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

Bachelor of Science in Nursing (RN-to-BSN Completion Option) Conditional Acceptance In some cases, an applicant who has applied for the RN license exam (NCLEX-RN®) will be considered if other admission requirements have been met. Students will have until the end of the first term of enrollment to provide evidence of an active unencumbered RN licensure or will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

# **Holistic Nursing Certificate (HNC)**

*Please review institutional admissions requirements/policies/procedures above.* 

- A programmatically accredited (ACEN, NLN CNEA) Associate Degree in Nursing or higher
- Official cumulative GPA of 2.75 or higher in previous undergraduate college level work
- Active, unencumbered Registered Nurse (RN) license in the state(s) or jurisdiction(s) where the student's clinical experience will occur

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

# To be eligible for Holistic Nursing Certificate clinicals, proof of the following is required prior to clinical attendance:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance (\$1,000,000 per occurrence and \$3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - o 2 consecutive negative annual TB skin test OR
  - o Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - o Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable)
   OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

# **Bachelor of Science in Nursing (Prelicensure Option)**

Please review institutional admissions requirements/policies/procedures above.

Admissions decisions will be based on a holistic review of each applicant, including a comprehensive review of the candidate's academic performance and entrance exam (TEAS) scores.

The minimum requirements to be considered for admission are:

- Cumulative GPA  $\geq 2.75$ 
  - o HS GPA must be used if applicant has ≤ 12 college credits
    - Applicants who have completed the GED (5<sup>th</sup> series, 2014-present)\* in lieu of a traditional high school diploma and who have earned ≤12 college credit hours must meet or exceed a minimum score of 175 on each section of the GED exam
    - \*4th series (2022-2013): minimum score of 500 on each section of the exam
    - \*3rd series (1988-2011): minimum score of 50 on each section of the exam
  - o College GPA must be used if ≥ 13 college credits have been awarded
    - All official transcripts from <u>all</u> accredited (regional or national) post-secondary institutions (e.g. colleges, community colleges, universities, etc.) attended must be submitted and used in the calculation of a college GPA
    - No earned grades will be omitted from the calculation of the cumulative GPA. An earned grade will be used in the cumulative GPA calculation even if it is not eligible for transfer. For example, a grade of C in College Mathematics cannot be transferred, but that C grade will be used in the cumulative GPA calculation for admission purposes.
- Written essay: a personal statement describing motivation for entering the field of nursing.
   The essay should be typed, double-spaced, and approximately 1 to 2 pages in length
- Test of Essential Academic Skills (TEAS)
  - Exam must be taken onsite at the New York campus
  - Minimum composite score of 68
  - Applicants are allowed a maximum of three attempts to take the TEAS exam within a six-month period, with mandatory remediation between each attempt.
  - o TEAS scores must be obtained within a year (365 days) of admission application.
  - Failure to meet the composite score minimum benchmark or exceeding the maximum number of attempts will render the applicant ineligible for admission to the nursing program.
- Background check (results must allow a student to participate in clinical at every contracted agency per PCHS and agency agreement). Note: PCHS is not responsible for determining the effect of any prior criminal history on an applicant's/student's ability to be licensed as an RN in any US state or jurisdiction. For information related to criminal history and RN licensure, contact the state board of nursing where licensure is desired)
- Drug screen (screen includes tetrahydrocannabinol [THC], a substance in marijuana)
- Vaccine record indicating:
  - o 2 doses of live measles vaccine (serological evidence of immunity can substitute)
  - o 1 does of live mumps vaccine (serological evidence of immunity can substitute)
  - o 1 dose of live rubella vaccine (serological evidence of immunity can substitute)
  - At least 1 dose of meningococcal ACWY vaccine within the last 5 years or a complete
     2- or 3-dose series of MenB; or A signed form indicating that the student will obtain meningococcal vaccine within 30 days.

Note that applicants academically dismissed from another nursing program are not eligible for admission to the Bachelor of Science in Nursing (Prelicensure Option) program. Academic dismissal is not customarily noted on an official transcript, so dismissal is inferred based on common nursing academic dismissal policies which in general are related to receiving a grade below the passing standard (commonly a C) in nursing courses. While students with evidence of an academic dismissal from a nursing program will be denied admission, the applicant can appeal the decision to the Dean of Nursing.

# **Transcripts from all Post-Secondary Institutions Attended Required**

To make an admission decision, PCHS requires official transcripts from every post-secondary institution (college, university, career school, etc) the applicant has attended. If an applicant has courses in progress at the time of application, they may be conditionally admitted if the cumulative GPA available is above 2.75. However, conditionally admitted students must ensure that the official transcript is received by PCHS by the Friday of week 2 of the term. Failure to do so will result in administrative withdrawal from the program. Furthermore, if the earned grades of the courses in progress lower the cumulative GPA below 2.75, the student will be administratively withdrawn from the program.

Please note that if PCHS discovers that a student has attended post-secondary institutions but has not submitted official transcripts during the application process, the student will be withdrawn from the program, regardless of when this discovery is made. The college often becomes aware of additional post-secondary work through the notation of transfer credits from other institutions on submitted transcripts or through financial aid history.

It is the sole responsibility of the applicant or student to ensure that the college receives all transcripts from post-secondary institutions prior to an admission decision.

# To be eligible for Bachelor of Science in Nursing (Prelicensure Option) clinicals, proof of the following is required prior to clinical attendance:

- Personal health insurance
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - o Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold) OR
  - o Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): serological evidence of immunity OR documentation of nonresponder status. Special follow-up will be required for those whose vaccination series is in process.
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each. Special follow-up will be required for those whose serological evidence suggests that they are not immune.

- Varicella IgG: Serological evidence of immunity. Special follow-up will be required for those whose vaccination series is in process.
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- COVID-19 vaccine
  - Initial vaccination of a COVID-19 vaccine:
    - One dose of a one-dose regimen
       -OR-
    - First and second doses of a two-dose regimen

-AND-

- A booster vaccination:
  - o Initial booster (2020-2022)
    - -OR-
  - o Multivalent COVID-19 vaccine (2023-present)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider and the box "The student is cleared to participate in direct patient-care clinical practice without limitations" must be checked.

Note that clinical sites may have additional compliance requirements including further COVID-19 vaccination and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

# Essential Functions for Individuals Entering the Field of Professional Nursing and Admitted to the Bachelor of Science in Nursing (Prelicensure Option)

The National Council of State Boards of Nursing has defined the following functional abilities that a nurse must possess to practice safely and effectively. They are the non-academic requirements of the Bachelor of Science in Nursing (prelicensure) program option, and they comprise physical, emotional, and professional demands required of a nurse. Applicants and admitted students must assess whether the following functions can be performed with or without accommodations. Students who have documented disability will work with college disability support services to determine if reasonable accommodation can be provided. See section on Disability Support Services.

#### **GROSS MOTOR SKILLS**

Move within confined spaces

- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

# **FINE MOTOR SKILLS**

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

# PHYSICAL ENDURANCE

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)

#### PHYSICAL STRENGTH

- Push and pull 25 pounds (e.g., position patients)
- Support 25 pounds of weight (e.g., ambulate patient)
- Lift 25 pounds (e.g., pick up a child, transfer patient)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative patient
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a patient)
- Squeeze with hands (e.g., operate fire extinguisher)

#### **MOBILITY**

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

# **HEARING**

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

#### **VISUAL**

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., patient in a room)

- See objects more than 20 feet away (e.g., patient at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

#### **TACTILE**

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)

#### **SMELL**

- Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- · Detect gases or noxious smells

#### READING

Read and understand written documents (e.g., policies, protocols)

#### ARITHMETIC COMPETENCE

- Read and understand columns of writing (flow sheet, charts)
- · Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

# **EMOTIONAL STABILITY**

- Establish therapeutic boundaries
- · Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., patient going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

# ANALYTICAL THINKING

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long-term memory
- Use short-term memory

#### **CRITICAL THINKING**

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

#### INTERPERSONAL SKILLS

- Negotiate interpersonal conflict
- Respect differences in patients
- Establish rapport with patients
- Establish rapport with co-workers

#### **COMMUNICATION SKILLS**

- Teach (e.g., patient/family about healthcare)
- Explain procedures
- Give oral reports (e.g., report on patient's condition to others)
- Interact with others (e.g., healthcare workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)

# **Medical Cannabis**

#### **Medical Cannabis Certificate (MCC)**

Please review institutional admissions requirements/policies/procedures above.

- Cumulative undergraduate GPA of 2.00 or higher, or licensure, will be considered for full acceptance
- Associate degree defined as at least 60 semester credits/90 quarter credits
- Healthcare track: successful completion of Pharmacology course (or equivalent) and healthcare license

# **Financial Aid**

Federal financial aid is available to qualified students at all three campuses, and all consumer information that is required to be disclosed to students pursuant to the financial aid programs available can be found in the Required Student Consumer Information Disclosures at <a href="https://www.pacificcollege.edu/about/consumer-information">https://www.pacificcollege.edu/about/consumer-information</a>. It is important to note that if a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus loan fees and accrued interest less the amount of any refund. Students will be responsible for repaying a student loan after exiting/graduation or withdrawal from a program, even if the student's financial circumstances become difficult. Federal Direct Student Loans cannot be canceled even if a program was not completed.

If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal student financial aid program funds.

If the student has received federal student financial aid funds, and the student does not complete their period of eligibility, and withdraws from the college, the student may be entitled to a refund or return of those financial aid funds (not received). A refund, if due, must be calculated based on federal student aid requirements. (See also: Refund Policy, "Refund Attribution")

The Financial Aid Office is committed to assisting students in achieving their educational objectives with the highest degree of student service. Some of the services include:

- Electronic processing of federal student aid. The financial aid application process is available
  online at <a href="https://www.pacificcollege.edu/about/consumer-information">https://www.pacificcollege.edu/about/consumer-information</a>, where students can
  also directly access the Free Application for Federal Student Aid (FAFSA®)
- Students can apply for financial aid using the computer available in the Financial Aid office
- Personalized loan counseling for prospective and continuing students, as well as our graduates
- The Financial Aid Policy, a document designed to assist students through the financial aid process, is available online at http://www.pacificcollege.edu
- Pacific College of Health and Science offers a variety of federal financial aid programs to assist students in financing their education
- Required, repeat coursework may qualify for financial aid. Please contact the Financial Aid office to determine your eligibility

**Pacific College of Health and Science:** The student loan advocate in the Financial Aid Department supports current and future student loan borrowers. Coordinating with other state agencies, the loan advocate:

- Addresses student borrower complaints
- Provides information and resources about student loan repayment
- Educates the public about the rights and responsibilities of student loan borrowers

Contact Financial Aid to talk to the student loan advocate.

**Washington Residents:** For Washington state residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student

loan servicer, please visit <a href="www.wsac.wa.gov/loan-advocacy">www.wsac.wa.gov/loan-advocacy</a> or contact the Student Loan Advocate at <a href="loanadvocate@wsac.wa.gov">loan-advocacy</a> or contact the Student Loan Advocate at <a href="loanadvocate@wsac.wa.gov">loan-advocacy</a> or contact the Student Loan Advocate at <a href="loanadvocate@wsac.wa.gov">loan-advocacy</a> or contact the Student Loan Advocate at <a href="loanadvocate@wsac.wa.gov">loanadvocate@wsac.wa.gov</a>

Eligible students may apply for the following federal student aid programs:

#### **Federal Pell Grant**

The Federal Pell Grant program provides need-based grants to eligible undergraduate students based on their Free Application for Federal Student Aid (FAFSA) data. This grant program is to promote access to postsecondary education for undergraduate students who do not have a bachelor's degree or a bachelor's degree equivalent. Grant amounts are dependent on the student's Expected Family Contribution (EFC), cost of education and enrollment status. Students may not receive Pell Grant funds from more than one school at a time. Federal Pell Grants do not need to be repaid.

# Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program also provides need-based grants to eligible undergraduate students who receive a Federal Pell Grant. This program is to promote access to post-secondary education. The Financial Aid Office determines eligibility by using extensive criteria. Availability depends upon the federal allocation awarded to the school.

# Federal Work Study (FWS)

FWS is a program that provides part time employment for students who demonstrate financial need. The amount awarded is based the financial need as determined by their cost of education and Estimated Family Contribution (EFC). Students are paid on an hourly basis within the maximum number of hours allowed to work during the period of enrollment.

#### Federal Direct Subsidized and Direct Unsubsidized Student Loans

Eligibility for a subsidized direct loan is based on financial need and is available to undergraduate students only. The interest is paid (subsidized) by the federal government while the borrower is enrolled on at least a half-time basis, during the six-month grace period prior to repayment, and during authorized deferment periods.

Eligibility for an unsubsidized direct loan is not based on financial need and the borrower is responsible for the interest on the loan.

#### **Federal Direct PLUS Loan for Parents**

The Federal Direct PLUS loan is an affordable, low interest loan designed for parents of undergraduate students. The Parent PLUS Loan can be used to cover up to 100% of the student's total cost of attendance, minus financial aid awarded to the student.

#### **Federal Direct Graduate PLUS Loans**

The Federal Direct Graduate PLUS Loan is an affordable, low-interest loan for graduate students. The Graduate PLUS Loan is a non-need-based credit-based loan with a variable interest rate. The Graduate PLUS Loan allows graduate students to borrow up to the total cost of attendance less any other financial aid.

#### **Alternative Loans (Private Education Loans)**

Alternative loans (private loans) are useful if you need to find another source of assistance to supplement your federal and state aid. Private loans are usually more expensive than government loans and should only be used when you have exhausted all other financial aid options.

#### **VA Benefits**

Pacific College of Health and Science will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while their payment from the U.S. Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements)

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill."

#### General Procedures for Applying for Financial Aid

- 1. Visit <a href="https://studentaid.gov/fsa-id/create-account/launch">https://studentaid.gov/fsa-id/create-account/launch</a> to create an FSA ID. FSA ID gives you access to Federal Student Aid's systems and can serve as your legal signature for the Free Application for Federal Student Aid and Federal Direct Loan Master Promissory Note. It also serves as your access code to Student Aid on the Web, the Department of Education's site containing free information on funding a college education.
- 2. Complete the current year Free Application for Federal Student Aid at http://www.fafsa.ed.gov.
- 3. Each Pacific College of Health and Science campus has its own unique federal code. The code for the San Diego campus is: 030277.
- 4. Complete an FA Certification form: this will become available once you are accepted in a program of study and your Campus Ivy credentials are sent to your Pacific College email.
- 5. All new students and students applying for a Federal Direct Loan for the first time must complete entrance loan counseling before the Financial Aid office will originate loan eligibility. Entrance loan counseling is done online at <a href="https://studentaid.gov/entrance-counseling/">https://studentaid.gov/entrance-counseling/</a>. Students will need their Federal PIN to enter and complete online entrance counseling.
- 6. Complete a Federal Direct Loan Master Promissory Note online at <a href="https://studentaid.gov/mpn/">https://studentaid.gov/mpn/</a>.

Applicants will be notified by the Financial Aid office if additional documents are needed. If you would like to know more about financial aid, please contact the Financial Aid office at the campus you plan to attend or visit the Financial Aid web page at

https://www.pacificcollege.edu/prospective/financial-aid. Pacific College of Health and Science delivers your refund with BankMobile Disbursements, a technology solution powered by BMTX, Inc. Visit this link for more information: https://bankmobiledisbursements.com/refundchoices/.

To view our third-party servicer contract for refund management, visit <a href="https://www.vibeaccount.com/swc/doc/landing/wiw43s1l6ol21m2hpwfh">https://www.vibeaccount.com/swc/doc/landing/wiw43s1l6ol21m2hpwfh</a>

## **Your Questions Are Important**

Entry into the profession of Chinese medicine at any level is an important decision. We respect any applicant who seriously considers it. It is a process that will involve many questions and, hopefully, many answers. Please consider Pacific College of Health and Science a resource in your research of Chinese medicine. We are here to help and answer any questions you may have.

Pacific College of Health and Science's expert staff may be contacted by phone:

San Diego 800-729-0941 or 619-574-6909 New York 800-729-3468 or 212-982-3456 Chicago 888-729-4811 or 773-477-4822

Or via email:

San Diego admissions-SD@pacificcollege.edu New York admissions-NY@pacificcollege.edu Chicago admissions-CHI@pacificcollege.edu

T-DAc/DAcCHM online programs: Admissions-Dac@pacificcollege.edu

For highlights of this catalog, the latest articles about Chinese medicine, pictures of our facilities and Chinese medical techniques, and Pacific Symposium audio files, check out <a href="http://www.pacificcollege.edu">http://www.pacificcollege.edu</a>.

For questions related to nursing programs, please contact:

New York: 800-729-3468 or 212-982-3456 or admissions-NY@pacificcollege.edu

# **Information Technology and Support**

Incoming students receive a comprehensive set of technology requirements and technical trainings. Pacific College of Health and Science provides a dedicated training course TTS101 (Technical Training for Students) which prepares students to be proficient with our IT systems and online classes. The TTS101 course covers the learning management system (Moodle or Blackboard), which encompasses navigation of courses, assignments, quizzes, discussion forums, evaluations, and more. Further, the TTS course covers the video communication system Zoom, Office 365, and the student information system portal.

Beyond the technology training course, Pacific College of Health and Science offers an open office platform to connect with individuals from the IT department in real-time. Students who have additional questions or encounter a challenge with the TTS course can access the live open office any day of the week in the two weeks leading up to the term. Beyond that, Pacific College of Health and Science offers a plethora of helpful articles including video documentation and step-by-step tutorials with screenshots. A vast majority of problems that students may encounter can be resolved by the student in real-time by following the steps provided in our knowledge base.

Pacific College of Health and Science uses CourseKey, an electronic attendance tracking system. This requires that students use a smartphone or tablet to log their class attendance. All students must agree to maintain possession of a personal smartphone or tablet while enrolled at the college.

Please access information below:

- The knowledge base, called "StudentHub", can be viewed here
- Computer requirements and recommendations for all students can be viewed here
- Cybersecurity and privacy information for students can be <u>viewed here</u>
- Technology support information can be viewed here

#### Bachelor of Science in Nursing (Prelicensure Option) Laptop Requirements

Students are responsible for providing their own laptop, which is used extensively in the program. Below are the minimum hardware and software specifications:

- Windows PC
- Wireless capability
- Windows OS
  - 64-bit version of Windows 10 and Windows 11
  - No Chromebooks
  - OS must be updated at all times
  - Any OS not up to date may have reduced functionality
  - 4GB of usable RAM or higher
  - Hard drive: 4GB or higher of available space
  - Screen resolution should be at least 1280x768. Scaling should be set to 100%
  - Antivirus protection
  - Webcam and microphone

Access to high-speed internet is required. The Pacific College of Health and Science campus cannot be the only source of high-speed internet as students will need to access web-based software to complete many course assignments.

# **Academic Regulations**

# Schedule of Classes

An academic calendar is published in this catalog. A more detailed academic calendar may be downloaded from the college website and is given to students each year. Students who begin the program in the fall often have the choice of day or evening courses. Day classes are typically three hours and offered from 9 a.m.-12 p.m. or 1:30–4:30 p.m., but students should expect some variation. Online classes may begin as early as 6 a.m. Most evening classes are three hours and held between the hours of 5:30–8:30 p.m., 6:00–9:00 p.m., or 6:30–9:30 p.m. Our goal is to begin weeknight classes late enough that working people can attend without rushing from work, and to end early enough to prevent fatigue the next day. Weekend classes may be held anytime between 9 a.m. and 6 p.m.

Acupuncture clinical instruction is scheduled during the clinic's business hours. However, the college will limit such groups' choices during the internship phase, and when the number of students falls below the number necessary to provide multiple schedules. Each term is 15 weeks, with a potential intensive clinical week in April and/or August, following week 15. The seven weeks of vacation time normally includes three weeks for the winter holiday season, two weeks in the spring, and two weeks in the summer. For the purposes of all holidays and vacation periods during which students do not have class, the San Diego campus academic calendar applies to all online students.

For the Bachelor of Science in Nursing (Prelicensure Option), class times and clinical learning laboratory times are scheduled to accommodate clinical site availability and will take place between the hours of 8:00 a.m.–9:00 p.m. Monday–Saturday. Clinicals are scheduled throughout the semester and may take place around the clock (including overnight shifts) on any of the 7 days of the week. Clinical generally takes place in 8- or 12-hour shifts.

The maximum number of students in a regularly scheduled lecture class is 40–45. The maximum student/teacher ratio in practical classes that involve learning demonstrations of specific techniques by students during class (e.g., acupuncture point location, physical diagnostic techniques etc.) is 15:1. In addition to the faculty member, one teaching assistant is assigned per 15 students.

For the Bachelor of Science in Nursing (Prelicensure Option), courses are hybrid with online sections limited to 25-30 students. Clinical learning laboratory ratio is 16:1. Clinical group size is determined by several factors including facility policy/guidelines and type of experience, but in no case will the ratio exceed 8:1 or that which is allowable by state regulations (whichever is lower).

For the MSN, Bachelor of Science in Nursing (RN-to-BSN Option), Holistic Nursing Certificate, and Medical Cannabis Certificate, online sections are limited to 25-30 students.

Due to the comprehensive nature and length of the program of study, classes may be held on secular and religious holidays. While recognizing the importance of religious observation, Pacific College of Health and Science cannot promise students that scheduled classes will not conflict with religious obligations. Students must meet the attendance requirement set by the college. Students whose religions require strict observance should furnish the college with a list of dates on which religious holidays occur. A letter from an authorized representative of the religious institution must accompany the list, verifying the student's membership and requirement for absence. This documentation must be sent to the office of the registrar or student advisor at the beginning of each calendar year.

Study outside the classroom is an integral and important part of every program. The average student should expect to study approximately two hours for every hour of instruction in academic courses while clinic preparation may require less outside work. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation by program from course to course, and term to term.

# **Grading System**

Students receive letter grade symbols in all academic and clinical courses. Current course progress can be accessed in their Moodle or BlackBoard course shell at any time during the term. Final grade symbols are measured and assigned at the completion of each term. Final grades are normally submitted by the faculty member within seven days following the final examination. Access to final grades is available to students via the student portal.

#### **Letter Grade Standards:**

A	94-100%
A-	90-93%
B+	87-89%
В	84-86%
B-	80-83%
C+	77-79%
С	70-76%
F	69% or lower
I	Incomplete

For select courses in the Bachelor of Science in Nursing (Prelicensure Option), students must achieve an exam average of 77% to pass the course (failure to do so will result in a letter grade of F). Additional course requirements will not be taken into consideration in determining a final course grade if the 77% exam average is not achieved. This applies to the following courses:

- BIO300: Pathophysiology\*
- NR354: Holistic Health Assessment\*
- NR310: Essentials of Nursing Practice
- NR452: Pharmacology\*
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families

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- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing\*

\*This policy does not apply to students in the Bachelor of Science in Nursing (RN-to-BSN Completion Option).

For select courses in the Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options), a satisfactory must be achieved in the lab and clinical portions of the course to be assigned a grade based on scores achieved in the didactic portion of the course. Failure to achieve satisfactory performance in lab or clinical will result in a grade of "F" for the course. This applies to the following courses:

- NR354: Holistic Health Assessment
- NR310: Essentials of Nursing Practice
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing
- NR425: Senior Seminar and Practicum

For select general education course pairs that are part of the Bachelor of Science in Nursing (Prelicensure Option) program that consist of separate didactic and a lab courses, the didactic course must always be taken with the lab course even if one or the other was previously passed. One can never be taken without the other as the lab course applies principles that are learned in the didactic course. These courses are:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

#### **Evaluation of Courses**

Students are asked to submit evaluation forms at the completion of each course. Student input is valued to improve the course content and assess teaching and learning at the college. Evaluations are submitted anonymously, and no identifying student information is available to faculty members. Course evaluations are necessary to meet accreditation requirements.

#### **Challenging a Grade Received**

There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to prove otherwise.

Students should seek first to resolve any discrepancy with the faculty member. If unresolved, the student should seek advice from the registrar, student advisor or academic dean for the appropriate procedure. A student requesting a change of grade or a student who did not receive a grade must notify the administration in writing within 30 days of the end of the term.

#### **Extenuating Circumstances**

Throughout this section of the catalog the phrase "extenuating circumstances" may appear. Extenuating circumstances are defined: as serious illness; complications of pregnancy, labor or

delivery; deaths in the family; military deployment; unforeseen immigration issues; natural or human-caused disasters; verified religious holiday observance; and unavoidable, employer-documented, verifiable work-related events.

# **Authorized Incomplete Grade**

The symbol "I" (Incomplete Authorized) indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but justifiable reasons (see Extenuating Circumstances) and that there is still a possibility of earning credit.

Students must submit a petition for an incomplete grade at least 72 hours before the final class and must receive approval from the responsible faculty member and the academic dean or student advisor. An "I" shall not be assigned when the only way a student can make up the work would be to attend a major portion of the course when it is next offered. An "I" also may not be assigned when the student's GPA in the class is less than 70%. An "I" will be allowed for missing a final exam only in continued, documented extenuating circumstances that would prevent the completion of a make-up exam within one week of the original exam date.

A student receiving an "I" must make up the specified deficiencies and receive a grade by the end of the eighth day of the next term, or the "I" automatically becomes an "F" on the ninth day of the term, and the course must be retaken at normal tuition rates. It is the student's responsibility to ascertain that the faculty member has delivered the final grade to the administration by the eighth day of the following term.

# **Academic Grading System**

A plus/minus system is used at Pacific College of Health and Science at the discretion of the faculty member. The grades A+, C-, D+, D, D-, and F+ are not used. In general, "A" indicates outstanding achievement and is available for the highest accomplishment. "B" indicates average and satisfactory performance. "C" is minimally passing. "F" is failing. "P" indicates passing and is not calculated in the grade point average.

When a student's individual course grade average includes a "0.5", the grade will be rounded up to the next whole number. F is used to indicate a failing grade.

Grade	GPA	Points
A	4.00	4.00/unit
A-	3.66	3.66/unit
B+	3.33	3.33/unit
В	3.00	3.00/unit
B-	2.66	2.66/unit

Grade	GPA	Points
C+	2.33	2.33/unit
С	2.00	2.00/unit
F	0.00	0.00/unit
I	n/a	n/a
P	n/a	n/a

# **Administrative Grading System**

Grade	Points	Explanation	
IP	n/a	In Progress (Satisfactory)	
W	n/a	Official Withdrawal	
WF	0.00	Unofficial or Late Withdrawal Failure	
RD	n/a	Report Delayed	
AU	n/a	Audit (No Credit)	
Т	n/a	Credit by Transfer	

CII	,		
CH	n/a	Credit by Challenge	
NP	n/a	Non-Proficient: issued by administration for failure of 1st or 2nd comprehensive exam section(s). (Formerly "NG-No Grade")	
P	n/a	Proficient: issued by administration for passing the $1^{\text{st}}$ or $2^{\text{nd}}$ comp exams.	
RF	n/a	Failure Grade Replaced	
RC	n/a	C-Grade Replaced	
RM	n/a	Requirement Met	

# **Calculation of Grade Point Average (GPA)**

Grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total number of academic units attempted. The GPA is a weighted average based on course units, for example:

Grade	Course Units	Grade or "Quality Points" Earned
A	1	4
A	3	12
В	1	3
В	3	9
Totals	8	28

The GPA is determined by dividing 28 (total grade points) by 8 (credits attempted) = 3.5 The GPA may range from 0.0 to a 4.0.

P/NP (Pass/No Pass) courses are not factored in the student's GPA. I (Incomplete) and W (Withdrawal) do not receive grade points and do not have an effect on the GPA.

#### Withdrawal Grade

The symbol "W" indicates that the student was permitted to drop a course after the add/drop period and before 60% of instruction was completed. Prorated tuition charges apply according to the refund policy. The administrative symbol "W" for withdrawal may not be assigned by a faculty member.

#### Withdrawal Failure

Students who drop a course after 60% of the course has been presented earn a grade of "WF" (Withdrawal -Failure). A "WF" grade counts as an "F" (0.0) when calculating grade point averages and other academic requirements. There is no refund for the course, and it must be repeated at normal tuition costs.

#### **Unofficial Withdrawal Failure**

Students who are administratively dropped because of failure to inform the registrar that they stopped attending class are assigned a grade of "WF" (withdrawal failure). A "WF" grade counts as an "F" (0.0) when calculating grade point average. Unless all courses are dropped due to attendance, the course(s) refund will be prorated according to the last day of attendance in each course.

#### **Administrative Transcript Notations**

Administrative transcript notations may be entered on transcripts for the following reasons:

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- Disciplinary actions
- Academic probation
- Academic disqualification
- Withdrawal
- Leave of absence
- Term break

Any student seeking to appeal such transcript notations may do so by formal query to the Student Success Committee.

# **Make-Up Exam Rules**

Approval for making up a missed exam is at the discretion of the faculty member or academic dean. Faculty members are not obligated to excuse a student from an exam and may assign a failing grade for a missed exam. Frequent use of the make-up exam policy may require a meeting with the academic dean or student advisor.

Students should notify the faculty member as early as possible if they will miss an exam and provide the reason. If approved, make-up exams should be completed within one week of the original exam date. Students may receive an alternative exam instead of the original. Students are responsible for coordinating make-up exams directly with the faculty, who may seek administrative support for administering these exams.

For nursing course exams, remote, faculty, or staff proctoring may be used. For Bachelor of Science in Nursing (Prelicensure Option), practical laboratory competency assessments must be made up within one week and evaluated by a member of the faculty. Acupuncture and massage practical make-up exams are proctored by a TA or faculty, and the student is responsible for arranging a model for these exams.

*Failed Examinations:* Students are not permitted to retake any failed exam in academic courses without the permission of the faculty member and the academic dean. Such permission is granted only in the case of extenuating circumstances.

# **Repeated Courses/Forgiveness Policy**

Courses in which a "Fail" or "Withdrawal Failure" grade is earned must be retaken at normal tuition rates the next time the course is offered. In the nursing programs, "Fail" in NR, BIO300, BIO400, BIO500, and MA102 courses is any final grade below B-. Students who do not retake a failed course the next time it is offered will be academically disqualified from their program. Any exceptions to delay the retake of a failed course must be approved in advance by the Student Success Committee. The student may not progress to the next sequential course or clinic shift in the respective series until the "F" or "WF" has been remedied. When a student repeats a course in which an "F" or "WF" has been earned, only the new grade will be calculated in the student's GPA. A student may repeat a course in which a "C" was earned and replace it with a new grade only when such replacement is required to raise the GPA to allow further progress or graduation from a program. Full tuition costs apply. The cost of retaking a course is used in calculating a student's cost of attendance for financial aid purposes only if it is required or recommended by the Student

Success Committee or student advisor, and as long as the student is otherwise making satisfactory progress.



# Student advice:

Pacific College of Health and Science encourages and coordinates extensive use of tutors. Don't wait to get an "F" before you seek help. If a teacher or another student has had a similar problem and worked it out, they can show you the method you need to succeed. Contact the academic dean or student advisor for help.

# **Independent Study**

(As of this writing, the California Acupuncture Board does not allow independent study in any coursework required to complete the master's or doctoral degree program in acupuncture.) Independent study is not an automatic option for students. A student may be allowed to complete certain specific coursework by independent study if, in the opinion of the academic dean, extenuating circumstances exist and it is appropriate for the subject matter covered in the course, and only if they directly interfere with expected deadlines for state or national examinations. Students may not use independent study to accelerate completion of the program for reasons other than those above. Independent study cannot be used to fulfill an elective requirement in the nursing programs. Differences in schedules at Pacific College of Health and Science's branch campuses that interrupt or delay the progress of a student relocating to a different branch are not considered extenuating circumstances unless relocation is necessitated by an extenuating circumstance. Independent study is not applicable to any aspect of clinical training. Only students with a Pacific College of Health and Science GPA of 3.0 or better will be allowed to participate in an independent study process. No more than 12 units may be earned through independent study. Special tuition rates apply (see current Tuition and Fees).

When independent study is allowed, all arrangements must be facilitated through the administration. The subject material and evaluation methods must meet those in the course syllabus, including examinations, projects and/or term papers. Periodic meetings between the student and faculty member are required, and the actual contact hours shall not be less than onethird of the total residential hours required for the regularly scheduled course. The student must document, and the faculty member must verify, the amount of time spent on each educational activity. The total instructional activity must be at least triple the classroom time for a normally scheduled class, e.g., one credit requires 45 hours of instructional activity.

# **Course Completion Requirements**

The successful completion of a course indicates the student has met minimum attendance and grade requirements, has earned transfer credit, or has successfully challenged the course, in addition to fulfilling all financial obligations.

#### **Minimum Attendance Requirements**

Mastery of acupuncture, nursing, and massage therapy requires a tremendous acquisition of theoretical knowledge and practical skills. Because of this, classroom and clinical attendance is critical. The college must also be able to verify minimum attendance for some state licensure

## requirements.

Attendance requirements are based on the number of academic hours for a given course and state regulations. Attendance requirements are communicated through the course syllabus.

Students must review the course syllabus at the start of the term and ensure they can meet the course attendance requirements for each course they are enrolled in during the term. A faculty member can request that the registrar drop a student with a WF who has exceeded allowable absences. Students are advised to review or speak with their instructor to understand the absence policy of a particular course. Students who exceed the total allowable absences as noted in the course syllabus are subject to academic penalty up to and including a withdrawal failing (WF) grade.

Students' academic success is dependent on regular attendance regularly, arriving to class on time, and staying for the entire class. Students who are found to have not participated in any academic activity for 14 consecutive days without written notification to Pacific College of Health and Science administrators will be assumed to have withdrawn from the school; a WF will be assigned for all courses, and they will be withdrawn from the program. Students who fail to begin attendance in the first 2 weeks of a course will be dropped with a WF.

Students dropped for non-attendance or failure to notify can petition for reinstatement in some or all courses by providing documented extenuating circumstances. Reinstatement requires faculty approval and is not guaranteed.

In the Bachelor of Science in Nursing (Prelicensure Option), courses may have lab and clinical components and 100% attendance is required for these components. Bachelor of Science in Nursing (Prelicensure Option) students must make up all missed clinical and lab hours/sessions. Clinical and lab make-up will be available on a limited basis and only in the case of extenuating circumstances (see Extenuating Circumstances). However, even in the case of extenuating circumstances, the ability to make up clinical and lab is not guaranteed due to clinical agency capacity and faculty availability. In cases where a student cannot make up a required lab or clinical, the student will be administratively withdrawn from the course and a grade of "WF" will be earned for the course. The student will have to retake the course at full tuition amount.

For all nursing programs, attendance in courses (excluding lab and clinicals) requires students to submit all required assignments or assessments (i.e. exams, quizzes) as scheduled in the course shell every week. Failure to do so will result in an absence for that course for the week. Any consecutive two-week period where a student does not submit required assignments or participate in required assessments will result in administrative withdrawal from the course and a grade of "WF" will be earned for the course.

#### Bachelor of Science in Nursing (Prelicensure Option) Clinical Orientation

Comprehensive orientation to clinical learning and clinical learning facilities (i.e. hospitals, healthcare agencies, etc.) is a pillar of patient safety and is required in our contractual agreements with all clinical learning sites. Therefore, all clinical orientations, including clinical compliance orientation, are mandatory and attendance is required unless an extenuating circumstance (see

extenuating circumstances) can be demonstrated. However, given the limited ability to make up an orientation at a clinical site (many such orientations are controlled by the clinical site), even with extenuating circumstances, a student may have to be administratively withdrawn from a course with a clinical component if orientation was not attended. In these cases, the student would earn a "W" for the course.

#### **Term Definitions**

#### **Absence Notification**

Students who are found to have failed to show academic activity in courses, and who have not communicated their intention to continue in the course (absence notification) with course faculty will be withdrawn from the program.

#### **Academic Activity**

Academic activity can be measured by participating in class and being marked present during attendance (for on-ground courses). Academic activity for asynchronous online courses is outlined on the course syllabus.

#### **Attendance for Classes Held Online/Synchronous**

The general expectation in all online synchronous class meetings is that students will have their cameras on during the class session each week for the duration of the term. If a student cannot, in a particular class session, meet the general expectations as outlined above, they must communicate the reason why to the instructor via private chat while in class, or in an email prior to class.

#### **Attendance for Asynchronous Classes**

A student is considered present for an asynchronous class when they have logged in and completed the academic activity prescribed by the instructor.

#### **Attendance for Acupuncture or Massage Clinicals**

Clinical courses require 100% attendance. Moreover, students who do not attend at least 75% of assigned clinic shifts students will receive a 'WF' and be dropped from the clinic course upon the fourth absence, regardless of whether makeup shifts have been completed. Students are required to complete makeup shifts for any missed clinics before the term's end, in coordination with the clinic staff. A maximum grace period of up to 10 minutes is permitted for each clinic shift; arriving/departing outside of this grace period will be considered an absence.

#### Attendance for Bachelor of Science in Nursing (Prelicensure Option) Labs and Clinicals

Credit hours are allotted to clinical practicum and clinical learning/simulation in multiple courses. 100% attendance is required for all clinical and lab hours. Clinical and laboratory hours must be made up when an extenuating circumstance existed for the missed time. Clinical time make-up, especially direct patient care experiences, is not guaranteed due to the availability of additional clinical agency and faculty availability. There is also a limit as to the amount of clinical and lab time that can be missed. When a student misses a second lab or clinical session, they will be referred to the Dean of Nursing for eligibility to continue in the course.

# **Recording of Attendance**

Attendance is recorded through CourseKey by the student or in the faculty portal by the faculty of record. Attendance records are maintained in Anthology Student, the student information system.

## **Attendance Under Emergency Conditions**

Pacific College of Health and Science is committed to quality education and the health of its students, faculty, and staff. In the case of an emergency situation, attendance requirement policies may be suspended. Such suspension will only occur after explicit notification to institutional members. If you have any doubt about whether classes and/or clinical training is being conducted, contact your campus director or official information site.

## **Tardiness Policy**

Students arriving 15 minutes late to class or leaving 15 minutes before the faculty member dismisses the class may be marked as tardy for the class. Three tardies are counted as one full absence. Students who arrive more than 30 minutes late or who leave 30 minutes early will be marked as absent for the entire class.

## Senior Internship Completion (DAc/DAcCHM, MSAc/MSAcCHM programs)

The college believes that there is a benefit to seeing patients over the course of one year as a senior intern. Therefore, senior internship must be completed during at least three terms in all but the most extreme extenuating circumstances. Any request to complete senior internship in less than three terms must be made in writing to the Student Success Committee.

#### **Minimum Grade**

A grade of "C" (2.0) or higher must be earned in each academic course. A student receiving a grade below "C", a "WF", or an "F" is responsible for retaking the course in the following term, or the next time the course is offered, at normal tuition rates.

For nursing courses in all programs, a grade of "B- "(2.66) or higher must be achieved in the following courses:

- BIO110/BIO110L Anatomy and Physiology I
- BIO210/BIO210L Anatomy and Physiology II
- BIO315/BIO315L Microbiology
- BIO300 Pathophysiology
- BIO400 Psychoneuroimmunology
- BIO500 Advanced Psychoneuroimmunology
- MA102: College Algebra
- All NR courses

#### **Graduation Requirements**

- 1. Satisfactory completion, transfer, or challenge of all required courses.
- 2. Complete all financial obligations to the institution.
- 3. Successful completion of all required comprehensive examinations if required for degree.
- 4. Completion of a financial aid exit interview (for financial aid students only), normally during the last half of the final term. Failure to complete a financial aid exit interview may result in delayed graduation or delayed submission of documents required for licensing or certification examinations.

- 5. Exit interview with a member of the career services department, dean, or program director (not required for nursing programs).
- 6. GPA as indicated per program below in "Satisfactory Progress: Grades".

Please note: The DAc (CH), DAcCHM (SD/CH), MSAc, or MSAcCHM (NY/CH) degree will be awarded to students from the Pacific College of Health and Science campus at which they:

- 1. Complete the majority of their coursework based upon a calculation of units, or in the case of the master's/doctoral degrees,
- 2. Complete their internship year, defined as the last three courses of the Diagnosis and Treatment of Disease or Acupuncture Therapeutics series, the Chinese Herbs and Internal Medicine series (DAcCHM/MSAcCHM), and the entire internship.

Please note: The Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) and Holistic Nursing Certificate will be awarded from the New York campus and the Master's of Science in Nursing will be awarded from the San Diego campus.

In the rare event that master's/doctoral degree students complete a majority of their work at one campus and the internship year at another, the students may choose the campus from which their degree will be awarded.

# **Satisfactory Progress**

To make satisfactory progress in a course of study toward a degree, diploma, or certificate, a student must maintain required attendance, earn specified grades in each course and comprehensive examination (comprehensive exams apply only to DAc/DAcCHM and MSAc/MSAcCHM degree students), maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame. Students can access degree progress reports at any time through their student portal.

#### **Attendance**

Students must meet the classroom or clinic attendance requirement (See "Minimum Attendance Requirements").

#### Grades

A passing grade of C (or B- for nursing courses including BIO courses that are part of the nursing programs and MA102) must be maintained in each course. Grade point average (GPA) requirements are:

Transitional-Doctorate of Acupuncture (T-DAc)

Transitional-Doctorate of Acupuncture with a Chinese Herbal Medicine specialization (T-DAcCHM)

• 3.00 GPA: required to graduate

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine specialization (DAcCHM)

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine specialization (MSAcCHM) Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

• 2.00 GPA: year one (until the 1st year Comprehensive Exam)

- 2.75 GPA: year two (until the 2<sup>nd</sup> year Comprehensive Exam)
- 3.00 GPA: required to graduate

Facial Applications for Cosmetic Acupuncture (FACE) Certificate

• 2.00 GPA: required to graduate

Associate of Applied Science Holistic Health Science (AAS HHS) Associate of Occupational Studies Massage Therapies (AOS MT) Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

• 2.00 GPA: required to graduate

Medical Cannabis Certificate (MCC)

• 2.00 GPA: required to graduate

Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) Master of Science in Nursing

• 2.66 GPA required to graduate

#### **Pace**

A student must complete at least 70% of the units attempted per term (Fall, Winter, Spring), or 100% if attempting less than 6 units, in order to be considered keeping pace for satisfactory academic progress. Transfer credit units will be counted as hours completed and hours attempted when calculating pace. Repeated credit hours will be counted in both attempted and completed hours. Credit hours for classes with grades of incomplete (I) will be calculated as attempted hours but not completed hours until final grade is assigned.

#### **Undergraduate Maximum Completion Time**

Normal completion times are 100-150% of the model curriculum for undergraduate programs.

•	Associate of Applied Science Holistic Health Science:	60 - 90 units
•	Associate of Occupational Studies Massage Therapies:	65 – 97.5 units
•	Bachelor of Science in Public Health and Human Performance:	90 – 120.5 units
•	Bachelor of Science in Nursing (RN-to-BSN Completion Option):	60 – 90 units
•	Bachelor of Science in Nursing (Prelicensure Option):	124 units
•	Certificate in Massage Therapy/Asian Bodywork:	36 - 54 units
•	Medical Cannabis Certificate:	8 – 12 units
•	Holistic Nursing Certificate:	12.5 - 18 units

#### Graduate Maximum Completion Terms/Minimum Course Load Per Term

Normal completion times for graduate programs are 100-200% of the model curriculum. The following average course load per term must be maintained to meet satisfactory completion progress for each program in the maximum number of terms specified:

- Transitional-Doctor of Acupuncture: 4 terms: 5.5 units/term
- Transitional-Doctor of Acupuncture with a Chinese Medicine Herbal Medicine specialization:

4 terms: 5.5 units/term

Doctor of Acupuncture: 18 terms. 8.3 units/term

• Doctor of Acupuncture with a Chinese Herbal Medicine specialization (SD):

22 terms: 8.7 units/term

• Doctor of Acupuncture with a Chinese Herbal Medicine specialization (CH):

22 terms: 8.6 units/term

Master of Science in Acupuncture (CH, NY):
 18 terms: 7.4 units/term

• Master of Science in Acupuncture with a Chinese Herbal Medicine specialization:

22 terms: 8.2 units/term 14 terms: 2.9 units/term 8 terms: 4.5 units/term 12 terms: 3.4 units/term

• Certificate in Chinese Herbal Medicine:

Master of Science Health and Human Performance:

Master of Science in Nursing:

• Facial Applications for Cosmetic Enhancement Certificate: 3 terms: 2.6 units/term

Programs of study of more than six years are not recommended. Students who are approaching and may exceed 200% of the time allowed by ACAHM standards to complete their program, (18 terms or approximately 6 years), may be required to take remedial work or exams in order to maintain satisfactory progress.

## **Appeal of Designation of Unsatisfactory Progress**

A student may appeal the designation of unsatisfactory progress, the termination of financial aid, or any other matter pertaining to financial aid to the Student Success Committee based upon extenuating circumstances, or to the Director of Financial Aid for financial aid satisfactory academic progress. In such cases, the committee may determine that the student is making satisfactory progress toward the degree despite the failure to conform to the time frame or minimum grade average. Financial aid appeals must be made within the term to which the financial aid applied.

#### The Academic Year

For academic purposes, the Pacific College of Health and Science academic year consists of three, 15-week terms, beginning each year in September with the fall term. For purposes of determining a change in grade level, an academic year is 30 units.

#### **Student Course Load**

The following describes the general time frame and full-time course load for Pacific College of Health and Science's programs of study. Pacific College of Health and Science also accommodates part-time students. Students taking fewer courses than described below will take longer to complete the program. Please also see "Maximum Completion Period."

# Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

Full-time doctoral degree students may complete the program in as few as 11 terms, i.e., three years and eight months, which is 165 weeks of class. They will take approximately six to seven classes per term.

# **Doctor of Acupuncture**

Full-time doctoral degree students may complete the program in as few as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

<sup>\*</sup>Students must carry at least 6 units to qualify for Financial Aid

# Transitional-Doctor of Acupuncture/Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

Full-time doctoral degree students may complete the program in as few as 2 terms, i.e., eight months, which is 30 weeks of class. They will take approximately four to five classes per term.

# Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization

Full-time master's degree students may complete the program in as few as 11 terms, i.e., three years and eight months, which is 165 weeks of class. They will take approximately six to seven classes per term.

## **Master of Science in Acupuncture**

Full-time master's degree students may complete the program in as few as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

# **Master of Science in Nursing**

Part-time master's degree students (there is no full-time option) may complete the program in as few as 7 terms, i.e., two years and four months, which is 105 weeks of class. Students must follow the prescribed curriculum and take two courses per term except for the final term which includes only the final capstone and practicum.

# **Bachelor of Science in Nursing (RN-to-BSN Completion Option)**

Part-time bachelor's degree students (there is no full-time option) normally complete the program in eight terms, i.e., two years and eight months, which is 120 weeks of class. Students must take two courses per term.

# **Bachelor of Science in Nursing (Prelicensure Option)**

Full-time bachelor's degree students (there is no part-time option) normally complete the program in eight terms, i.e., two years and eight months, which is 120 weeks of class. They will take three to six classes per term.

#### Bachelor of Science in Public Health Education and Promotion

Full-time students starting with 30 credits and taking 15 credits per term could complete the program in 2 years. The average student could complete in 10 semesters / 3.5 years.

#### **Associate of Occupational Science**

Full-time associate degree students may complete the program in five terms, i.e., one year and eight months, which is 75 weeks of class. They will take five to six classes per term.

# **Associate of Applied Science**

Full-time associate degree students may complete the program in five terms, i.e., one year and eight months, which is 75 weeks of class. They will take five to six classes per term.

# Certificate in Massage Therapy/Asian Bodywork

Full-time certificate students normally complete the program in three terms, i.e., one year, which is 45 weeks of class. Full-time students will take five to six classes per term.

#### **Certificate in Chinese Herbal Medicine**

Full-time certificate students normally complete the program in six terms, i.e., two years, which is 90 weeks of class. Full-time students will take two to three classes per term.

## **Facial Applications for Cosmetic Enhancement Certificate**

Full-time certificate students normally complete the program in in two terms, which is 30 weeks of class. Full-time students will take one to two classes per term.

# **Holistic Nursing Certificate**

Part-time certificate students (there is no full-time option) normally complete the program in two terms, which is 30 weeks of class. Full-time students will take approximately two to three classes per term.

#### **Medical Cannabis Certificate**

Part-time certificate students (there is no full-time option) normally complete the program in two terms, which is 30 weeks of class. Full-time students will take approximately one to two classes per term.

Please refer to the Financial Aid Policy for information pertaining to financial aid satisfactory progress.

# Pacific College of Health and Science E-Learning Information

Progress and Policy for Pacific College of Health and Science e-learning Courses:

- The College's Pacific College of Health and Science e-learning courses are offered on the same term schedule as the regular campus courses.
- Pacific College of Health and Science e-learning students submit all assignments (including lessons, projects, and dissertations) via the college's electronic learning management system.
   Feedback and evaluation are provided via the college's electronic learning management system.
- Students in e-learning classes receive access to all the course materials one week prior to the start of the term. They are held to the same policies for dropping classes as those students taking classes in the traditional campus delivery format.

# **Graduate Degree Comprehensive Examinations**

Comprehensive examinations are administered at two stages of the graduate degree programs (note that this does not apply to nursing graduate programs). It is the student's responsibility to petition the college for eligibility to sit for these exams. Petitions are available online. All comprehensive exams are scheduled for week 15 of the term.

Students should take no more than two years to complete the courses required for each successive exam. Students who need more time must meet with the academic dean or academic advisor. The first and the second comprehensive exams are prerequisites to their respective clinical levels, as well as certain advanced courses.

Each comprehensive exam is composed of written and practical sections. Comprehensive examinations assess the candidate's readiness to enter clinical training and advanced courses. Comprehensive examination prerequisites, general content, format, and fees are described to students in writing prior to the taking of the exams. Optional preparatory courses are offered and are highly recommended.

Prerequisite courses to each comprehensive examination are listed in the graduate degree program model curriculum charts. In addition to course completion requirements, all sections of the first-year comprehensive exams must be passed to be eligible to sit for the second-

**year comprehensive exams.** In addition, students must have the following GPAs to be eligible for the comprehensive exams:

First comprehensive exam: 2.00Second comprehensive exam: 2.75

# Consequences of Not Showing Up for a Comprehensive Exam

Students who petition for an exam, but do not show up to take the exam at the scheduled time, will forfeit the exam fee and the attempt may count as a failure unless there is adequate documentation of an emergency or other extenuating circumstances. Students who fail any section of the exam are required to retake all outstanding sections the following term. Students who fail any of their comprehensive exams will be automatically registered for each failed exam in the next term. Failure to sit for retakes the following term may count as a failed attempt, unless extenuating circumstances exist, and the absence was approved in advance.

# **Comprehensive Examination Completion Requirements**

A score of 70% must be earned overall and on each subsection of the first and second comprehensive exam to pass. However, a student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. In addition, a student cannot move on to term 5 or term 9 (DAcCHM/MSAcCHM)/term 7 (DAc/MSAc) classes without attempting the first or second comprehensive exams, respectively. After failure of any section on the first attempt, a student must meet with the academic dean or advisor and is encouraged to seek appropriate tutoring in the subject(s) failed. Mandatory retakes for failed exams will take place during the 15th week of the following term. Failure to pass all modules of the first comprehensive exam will result in the student being dropped from associate internship 2, and any other courses at the discretion of the academic dean. Failure to pass all modules of the second comprehensive exam will result in the student being dropped from all senior internship clinic shifts, and any other courses at the discretion of the academic dean. Failure to retake any failed section within a time frame established by the Student Success Committee and/or academic dean could result in assignment of remedial, non-credit coursework.

A second failure of any comprehensive exam necessitates a meeting between the student and the academic dean or advisor. Tutoring and/or remedial, non-credit coursework will be prescribed prior to any subsequent examination. It is the student's responsibility to make this appointment. Students failing to meet with the appropriate administrator are subject to suspension or disqualification.

A student failing any section of the first or second comprehensive exam three times will be required to complete a remediation course plan (RCP) or remediation term established by academic dean. The RCP will include coursework, tutoring, and testing, as well as an evaluation of the student's prospect of advancing in the program. Students taking a RCP may not advance in any area of the program.

Failing any section of the first or second comprehensive exam four times results in dismissal from the program. There are no consequences for failing the third comprehensive exam.

Please note that comprehensive exams are not returned to the student for review. However, grades in each subject area are provided and a test review class may be scheduled at the

# discretion of the academic dean. Students should refer to the current study guides for more details regarding comps.

Failure of certain sections of the comprehensive exams will impact eligibility for clinic shifts and courses. To be eligible for:

- Associate Internship 1 (CL541), students must:
  - o Attempt all comprehensive exams for their program of study
  - o Pass the following comprehensive exams:
    - Acupuncture Channels and Points written
    - Acupuncture Point Location practical
    - Cupping and Moxa Demonstration practical
    - Clean Needle Technique practical
- Associate Internship 2 (CL 542), students must:
  - Pass all comprehensive exams for their program of study
- Advanced Needle Techniques (AC611a), Auricular Micro Therapy (AC631), Secondary Vessels (AC632), Combined Point Applications (AC633), Treatment of Orthopedic Disorders (AC613a), or any electives that require needling, students must:
  - Pass the following comprehensive exams:
    - Acupuncture Channels and Points written
    - Acupuncture Point Location practical
    - Cupping and Moxa Demonstration practical
    - Clean Needle Technique practical

# Student Advice:

The comprehensive examinations serve the function of providing vital feedback to you, the individual student. Many quizzes and exams, even final course exams, may be prepared for and passed by anticipating the teacher's testing method and, while not recommended, by cramming a limited amount of material into short-term memory. However, this approach may mislead you into believing the material has been fully assimilated. The comprehensive exams test knowledge accumulated over time. They give you feedback on the material you have successfully stored into long-term memory and tell you which material you need to study more. The extensiveness of the exams also provides feedback on your stamina and prepares you for the rigors of state and national examinations. Study for all major exams by focusing on the most important details and useful principles. Study as if you have to remember the material for a lifetime... you do!

# **Changes in Student Status/Course Enrollment**

# **Graduate Program Dual Enrollment**

All students enrolled in the DAc and DAcCHM programs are eligible to receive both the master's and doctoral degrees. A student may change enrollment from the doctorate to the master's degree program by informing the Registrar's office or by filing a change of program form. Changes to enrollment in the Student Information System that may affect financial aid can only occur during the break between the terms, so timely notification before a new term begins is important. There is no restriction on when a student decides when to earn only the master's degree since all courses in

the master's degree program are also taken as part of the doctorate. The college will track changes from the doctorates to the master's degrees carefully.

# **Adding and Dropping of Courses**

Students may add or drop courses by submitting an Add/Drop Form to the administration office with no tuition charges or fees if the form is submitted by the eighth day of the term (the ""dd/Drop Period"". Students enrolled in classes that start the second week of the term have until the end of the second week to drop the course and receive a full refund, rather than eight days from the start of the term. Courses dropped after the add/drop period or as stated above are subject to the college's refund policy.

Students who drop a class after the add/drop period but are found to have never attended the class will be awarded a full refund for the class, but the drop fee will be applied.

Courses may not be added after the add/drop period except by written permission of the student advisor or registrar, unless the class begins later in the term.

#### **Withdrawals**

Students who discontinue their training must notify the registrar immediately as outlined under the college refund policy and, if they intend to return, should apply for a term break or leave of absence.

#### **Unofficial Withdrawal**

An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines. Students who drop all courses or who do not register for the following term without notifying the college that they are withdrawing from the program will be presumed to have dropped the program. They will be designated as an unofficial withdrawal and must apply for readmission. Students withdrawing unofficially from class or from the college will receive failing grades in all courses that they stop attending.

Courses dropped at any time are subject to a refund based on the date that notification is submitted to the office of the registrar or the date that the school can reasonably determine that the student last attended class (see "Refund Policy").

#### Re-Entering a Program After Withdrawal

Students who have withdrawn and decide to return are subject to the following matriculation procedure:

- 1. Most classes taken within the last three years (two years for the Bachelor of Science in Nursing [Prelicensure Option]) prior to enrollment are acceptable for credit, at the discretion of the academic dean.
- 2. Classes taken over three years from the term of re-enrollment may need to be challenged either individually or by way of the comprehensive exams, at the discretion of the academic dean. Note that this does not apply to nursing programs.
- 3. In the Bachelor of Science in Nursing (Prelicensure Option), a practical clinical laboratory assessment or a Level II on specific ATI Content Mastery Series exams may be required at the discretion of the academic dean.
- 4. Taiji and qigong instruction does not need to be repeated.

#### Leave of Absence

A leave of absence (LOA) period may be granted to students with extenuating personal circumstances but may not exceed two consecutive terms within any 12-month period. Students requesting a LOA are first subject to the college's withdrawal policy and must make the request prior to the add/drop deadline. A LOA is for an event of unforeseen circumstances, such as medical reasons affecting the student or a member of the student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed two consecutive terms. To request an LOA, please complete the "Petition for Term Break or Leave of Absence" form by going to the Pacific College StudentHub and selecting the Forms icon at the top of the page. Your petition will be reviewed by the Student Success Committee, who will notify you of their decision within 5-7 business days. Credits attempted in the term from which the student seeks an approved leave of absence, upon approval, are recorded as a grade "W" if the student fails to complete the requirements of the credits attempted in the term. A student on an approved leave is reported as attending less than ½ time on NSLDS, effective the date of the commencement of the approved leave. If the student does not return following the LOA period, the school will apply its refund policy in accordance with the applicable and published requirements.

A leave of absence will be granted only to students who have completed at least one term at Pacific College of Health and Science.

The student may be granted a LOA with a tuition balance as long as:

- The student creates a written repayment plan approved by the bursar and signed by both the student and the bursar and covers the period from the LOA to their re-enrollment.
- If a balance remains at the start of the term of re-enrollment, the student may begin the term if the financial aid department verifies that the student will have a credit balance after tuition disbursement that will meet or exceed the previous balance due.

#### **Term Break**

An eligible student may stay out of the program on an approved term break for one term without reapplication. Students in nursing degree programs (Bachelor of Science in Nursing [prelicensure and RN-to-BSN options] and MSN) are not eligible for term breaks. Term breaks will be granted only to students who have completed a minimum of one term at Pacific, are in good academic and financial standing, and are not subject to any disciplinary action. Students must attend two consecutive terms before applying for further term breaks. Students requesting a term break are first subject to the college's withdrawal policy. Students must request a term break with their academic advisor and sign all required documents prior to the first day of the following semester or within the add/drop period. Failure to sign the required documentation will result in an unofficial withdrawal.

A term break has the same effect as withdrawing from the program as regards financial aid. All students who request a term break are reported as withdrawn for all NSLDS reporting of student enrollment status. Once enrollment resumes, the student will be reported as attending. The lender is notified that the student has withdrawn and the grace period for loan repayment begins.

A term break cannot be taken immediately following a leave of absence.

#### Readmission from Leave of Absence or Term Break

An eligible student may stay on approved LOA or term break for one term without reapplication and may reenter under the requirements of the catalog in place at their original enrollment. Students absent without an approved LOA or term break must apply for readmission and be admitted before being allowed to register. Students accepted for readmission are subject to the curriculum and conditions stated in the catalog current at the time of reapplication. Students returning to the program after a hiatus of longer than one year must reapply through the admissions department. Students returning to the program within a year of their last date of attendance should reapply through their student advisor. Students reapplying must submit an essay of what has changed, must not have an outstanding balance or holds, and may be required to repeat courses as remedial work. In the Bachelor of Science in Nursing (Prelicensure Option), a practical clinical laboratory assessment or a Level II on specific ATI Content Mastery Series exams may be required at the discretion of the academic dean.

# Cancellations, Withdrawals, and Refunds

#### Official Withdrawal: Informing the Administration of Cancellation or Withdrawal

- Cancellation or official withdrawal will occur when the student or applicant gives notice with reason for cancellation or withdrawal to the registrar" office.
- Students in Wisconsin who are exercising their right to cancel the enrollment agreement are required by law to do so within the three (3) day cancellation period.
- A petition to withdraw from program may be obtained from the registrar, dean, or student advisor, or from the area where student forms are publicly distributed. All forms are available on StudentHub.

#### **Unofficial Withdrawal**

- An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines and the college has reasonably determined that the student is no longer attending classes, including classes the student is auditing. (DOD Date of Determination).
- Students who drop all courses or who do not register for the following term without notifying the college that they are withdrawing from the program will be presumed to have constructively withdrawn from the program. A written notice of withdrawal is not required.
- Students will be coded as an unofficial withdrawal and they will receive a Withdrawal (W) in any course not 60% completed by the last date of attendance.
- Withdrawals after 60% of the class hours have been completed result in no refund and a WF (Withdraw/Failure) grade. A "WF" grade counts as an "F" (0.0) when calculating grade point average.

## Withdrawal - Refund Policy

STUDENT'S RIGHT TO CANCEL: The student has the right to cancel and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after the start date, whichever is later. A full refund of tuition will be made if the student cancels or the DOD is within the first seven days of the term either to the Federal Direct Loan Program or to the non-financial aid student. A refund will be issued within 10 days after the date of cancellation.

If a student withdraws from a class after the seventh day of the term, a prorated refund of moneys paid for institutional charges to students who have completed 60% or less of the period of attendance will be issued within 40 days of the Late Date of Attendance (LDA). Refund amounts and amounts due are calculated based on percentages corresponding to the LDA. Withdrawals after a student completes 60% or greater of the term have been completed result in no tuition refund. Certain fees in addition to the application and administrative fee may be nonrefundable. The school will refund unused money collected for sending to a third party, such as professional liability (malpractice) insurance fees.

- A petition to withdraw from the program is necessary for a student to officially withdraw. These forms may be obtained from the registrar, dean, or student advisor, or from the area where student forms are publicly distributed. All forms are available on StudentHub.
- Attendance is regularly reviewed by the registrar and any student that has reached the maximum number of allowed absences is dropped from a course. If a student is dropped from all courses due to lack of attendance they are deemed to have constructively withdrawn from the school. A written notice of withdrawal is not required.
- If no petition to withdraw is submitted and the registrar determines that a student has stopped attending classes, the registrar will determine the student's last date of attendance (LDA) for purpose of determining a refund by reviewing course attendance records, including classes the student is auditing.
- Audits are not eligible for refunds.

If a student is receiving financial aid, there may be credit balances greater than the amount indicated by the return to Title IV (R2T4) calculation. PCHS is first required to perform a R2T4 calculation to determine, among other things, whether adjustments to the credit balance will occur. The student is entitled to a refund of refundable monies not paid from the Federal Direct Loan Program.

#### **Refund Calculation**

Refund amounts are calculated based on the completed portion of the course in days as indicated below:

Term Days	0 to 7	8 to 14	15 to 28	29 to 35	36 to 49	50 to 56	57 to 63	64 or more
Term Week	1	2	3 and 4	5	6 and 7	8	9	10 and more
<b>Tuition Refund</b>	100%	90%	80%	70%	60%	50%	40%	0%

Pacific College of Health and Science utilizes the refund policy required by the CA BPPE.

#### **Dropped Class Refund Policy, Enrolled Student**

- To drop or add a class or classes while still enrolled, the student must complete an Add/Drop Form. Students may not fall below 6 units to keep FA funds that have been disbursed.
- The class will be dropped and the refund calculated based on the date the form is received by the administration. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/Failure) grade.

• Use Add/Drop Forms: the refund amount for a class a student stops attending without notifying the administration by using an Add/Drop Form is calculated based on the date of determination (DOD), the date which the college has determined that the student was no longer attending the class, including audited classes.

The administration will automatically drop the student from a course if the student exceeds the maximum number of hours permitted as follows:

Course Hours	Class Hours	Maximum Number of Hours Permitted	No More than the Following May Be Missed in Most Cases:
45	42	10.5	3 full class sessions
37.5	35	8.75	2-3 full class sessions
30	28	7	2-3 full class sessions
22.5	21	5.25	1-2 full class sessions
15	14	3.5	1 full class session

#### **Refund Attribution**

In the case where all or part of the refund is returned to federal programs, it is returned in the following order:

- 1. Unsubsidized Direct Loan,
- 2. Subsidized Direct Loan,
- 3. Direct Graduate PLUS Loan,
- 4. Direct Parent PLUS Loan,
- 5. Pell Grant, and
- 6. Federal Supplemental Educational Opportunity Grant (FSEOG).

These must be refunded prior to any refund to students.

#### **Books and Supplies Refund Policy**

If a student or applicant cancels enrollment within the cancellation period (the first 7 days of a term), to be eligible for a refund for books or supplies, supplies must be returned unmarked and unused in the original containers, accompanied by the original sales receipt, within 10 days of the cancellation notice to the school. Books and supplies in perfect condition purchased at the College Bookstore may be returned for credit after the cancellation period.

# **Distance Education**

For students taking distance educational courses where the instruction is not offered in real time, (1) the college shall transmit all lessons and materials to the student if the student has fully paid for the course and, after having received the first lesson and initial materials, requests in writing that all of the material be sent, and (2) if the college transmits the balance of the material as the student requests, the college shall remain obligated to provide the other educational services it agreed to provide, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

California residents: Students have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. If PCHS sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

# **Academic Integrity**

# **Academic Integrity Honor Code**

Pacific College of Health and Science is committed to upholding the highest standards of academic integrity. Academic integrity guides responsible behavior as scholars and learners and provides value to degrees.

Fairness and trust in academia are important, as these attributes ensure that students do not have unfair advantages. An act of academic dishonesty potentially jeopardizes all members of the learning community, as it can impact scholarly reputation. A student's effective learning is demonstrated by their ability to conduct their own work for assignments.

Therefore, students must ensure that they are submitting original work that is written or developed for their particular courses. Students are to avoid engaging in plagiarism, unauthorized collaboration, cheating, duplication of previous academic assignments, or otherwise facilitating or participating in academic dishonesty. All students are required to follow policies on academic integrity that include but are not limited to the following:

**Plagiarism** is the representation of others' words or ideas as one's own work. For example:

- A. Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- B. Submitting duplicate work from previous courses or without the instructor's permission.
- C. Failure to use quotation marks to signal that one is using another person's precise words. Even brief direct quotes must be enclosed in quotation marks.
- D. Failure to identify the source of quotations and paraphrases. Of course, one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items for example, books, articles, material on the Internet, television programs, instructors' lectures, and people, including personal communication with experts, other students, friends, or relatives.
- E. When taking language verbatim from an external source, the writer must clearly indicate that the language in question is a quotation. APA has specific guidelines to indicate shorter or longer quotes, and the student should follow these. Quotations should be used sparingly in most academic papers, and it is never acceptable to use large sections of text copied or cut-and-pasted from other sources. In general, paraphrasing (expressing the information in your own words) is preferable to quoting. However, paraphrases also require citations.
- F. Creating an academically dishonest paraphrase. When paraphrasing, the author must find their own way of expressing the original meaning. Simply inserting synonyms into the source's sentence structures is plagiarism.

G. Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, or mathematical proof) that are derived from the work of others.

**Cheating** is the use or attempted use of unauthorized assistance in an examination, paper, homework assignment, or other project. For example:

- A. Copying answers from another student's examination.
- B. Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- C. Using unauthorized materials or devices (e.g., notes, textbooks, calculators, electronic devices) during an examination without the permission of the instructor.
- D. Obtaining and/or otherwise accessing a copy of an examination before its administration without the permission of the instructor or taking screenshots of an exam while it is being administered or reviewed.
- E. Collaborating with other students or third parties on a take-home or online examination, paper, homework assignment, or other graded or ungraded project without the permission of the instructor
- F. Fabrication of data, including inventing or falsifying the data of a lab experiment, falsifying collection of data, or invention of citation sources.
- G. Alteration of an assignment, including altering any graded assignment (paper, homework, project, discussion) and resubmitting to claim an error in grade. Claiming an accidental submission of a draft or incomplete assignment in order to have more time to complete an assignment may fall under this category.
- H. Facilitating or attempting to support another student in acts of academic dishonesty.

# **Code of Academic Integrity Penalty Policy and Sanctions**

Students must not participate in plagiarism or cheating, and they must ensure that they are submitting original work that is written or developed for their particular course(s), as they are upholding the highest standards of academic integrity.

A violation of the academic integrity policy is a grievous act and the penalty issued is appropriately severe, as mild sanctions tend to trivialize academic integrity issues. Charges of plagiarism or academic dishonesty may be raised by faculty, administrators, staff, or peers.

The faculty record/program chair or director for the course will be responsible for the initial investigation and charges.

- A. The faculty member of record/program chair or director will fully investigate the academic integrity allegation or concern as described below.
- B. Faculty/chair or director shall report all Academic Integrity Policy citations and disciplinary actions to the appropriate academic dean.
- C. The dean will recommend the course-related sanction, with the maximum sanction being the issuing of a grade of F for the course, probation, and/or disqualification from the program. Other actions may include, but are not limited to, awarding of a zero grade for the assignment with an opportunity to rewrite for up to 50% credit within one week of notification, and/or reduction of the overall course grade.
- D. Second violations of the policy may result in a zero for the assignment/course and a meeting with the program director/department chair, and/or dean. For students whose violation is brought forward after graduation, revocation of the degree.

- E. Third violations of the policy will be referred to the student success committee and may result in disciplinary action up to and including dismissal/disqualification from the program and/or revocation of the awarded degree or certificate.
- F. Pacific College of Health and Science reserves the right to also review the student's current and previous coursework to determine if previous work may have been plagiarized or cheating has occurred.
- G. Students may not avoid an accusation of academic integrity policy violations or assigned sanctions by dropping or withdrawing from the course.

# **Academic Integrity Violation Policy Procedures for Faculty of Record:**

- A. All faculty members are to include the academic integrity policy in their syllabi. All faculty members should report suspected violations of academic integrity to the appropriate dean in a timely manner.
- B. Once the form is completed the faculty member discusses the suspected violation with the student. If the faculty determines that they were mistaken in the nature of the issue and academic integrity policy was not broken, the form is discarded. If there is sufficient evidence to verify the violation, the faculty member documents the evidence and issues the course related academic sanction, which is also recorded. The completed form is then shared with student.
- C. The student has 7 days to sign and return the form. A signed form indicates acceptance of the sanction. Failure to sign and return within 7 days also indicates acceptance of the sanction.
- D. Alternately, the student may contest the faculty's findings regarding the Academic Integrity Policy violation and/or sanction and file an appeal with the appropriate academic dean. If an appeal process leads to a reversal of the allegation and sanction, the student's record of academic dishonesty is expunged.
- E. All reports are held as confidential by the dean and become part of the student's academic file. All written statements regarding the violation are held permanently after graduation or non-attendance.
- F. All cases regarding repeat violations (2 or more), or initial cases deemed sufficiently serious, will result in a hearing before the Student Success Committee. Students may submit written statements of response. Provided interim suspension is not warranted, students shall remain enrolled in the class where the violation occurred and retain all student rights and privileges.
- G. The Student Success Committee's decision shall stand as Pacific College of Health and Science's final decision on sanctions imposed with no further appeals allowed.

This code was developed by reviewing similar codes at other institutions including Massachusetts Institute of Technology, University of Maine at Augusta, and Trident University International.

# **Academic Probation and Disqualification**

#### **Academic Probation**

A student may be placed on academic probation for any of the following reasons:

- 1. The student's overall or term cumulative grade point average (GPA) falls below a "C" (2.0) or "B-" (2.66 for all nursing programs).
- 2. The student receives a grade of "F" or "WF". For the Bachelor of Science in Nursing (Prelicensure Option), failing is a below a grade of "B-" for NR, BIO, and MA102 courses and a grade below C for other general education courses.

3. A master's or doctoral degree student fails to qualify for a comprehensive exam due to low GPA. Academic probation is program specific and may not carry over if a student transfers to a different program the following term.

During probation, some coursework and financial aid may be allowed.

Comprehensive Exam Probation (DAc, DAcCHM, MSAc, and MSAcCHM programs only) Students failing all or part of any comprehensive examination will be placed on probation. A student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. Students registering in or attending clinical courses beyond this point without written permission of the registrar or academic dean will receive no credit for any completed clinical shifts and will be disqualified from the program. No refund will be granted in such cases.

#### **Disqualification**

A disqualified student is one who is barred from further attendance at the institution for academic or administrative reasons. A student on probation may be disqualified from the program and from financial aid for the following reasons:

- 1. After one academic term on probation, the student's cumulative grade point average is below "C" (2.0) or "B-" (2.66) for nursing programs).
- 2. The term on probation resulted in a GPA less than "C" (2.0) or B- (2.66) for nursing programs.
- 3. An "F" or "WF" grade was earned during the term on probation.
- 4. Failing the same class required for one's program more than once.
- 5. Massage students who remediate a course failed in the previous term but earn an "F" in another additional class during the term of remediation will not be disqualified from their program. Instead, they are required to re-take and pass the failed class the following term. Disqualification is based on failing the same required for one's program twice.
- 6. Masters and doctoral students: failing more than one class in one's program in consecutive terms, even if the originally failed classes are remediated: this is grounds for disqualification.
- 7. Bachelor of Science in Nursing (Prelicensure Option) students failing more than one required general education course or more than one nursing course (NR) will be disqualified. Please note that the passing standard for NR, BIO, and MA102 courses is 2.66 or B-. A grade of "D" is considered failing for general education courses other than those designated BIO and MA102.
- 8. Fourth Failure (Third Re-Take): A student who fails any section of the first- or second-year comprehensive exam **four times** will be disqualified from the MSAc, MSTOM, MSAcCHM, DAc, DACM, or DAcCHM program.

Probation and disqualification are documented in the student's academic file and transcript. The probationary period can vary from one term to two terms.

# Readmission from Academic Disqualification

A student who is disqualified from the program may be allowed to reapply to the program following the successful completion of requirements assigned by the academic dean. No guarantee of reacceptance is made.

Students disqualified due to failed comprehensive exams (master's students) are required to retake only the section failed unless they have not attended class for two or more terms. If so, they would have to redo the failed comprehensive exam in its entirety. Graduate degree program

students who are disqualified from one graduate degree program due to comprehensive exam failure must wait at least one term before they are eligible to reapply to the same or another graduate degree program.

# **Disciplinary Actions**

A student may be expelled, suspended, placed on probation, disqualified, warned, or fined (for safety violations) for any of the following campus-related causes. Any of these violations may be documented on the student's transcripts:

- 1. Cheating, plagiarism, or forgery in coursework or on college documents. The use of cellphones or any recording devices is prohibited during any exam. Students are expected to follow the college honor code and academic integrity honor code at all times.
- 2. Obstruction, disruption, physical abuse, theft, misuse, unauthorized entry, sexual harassment, engaging in lewd, obscene, or abusive behavior, or threat of same in relation to campus property, processes, or members of the campus community.
- 3. The sale, possession, or use of illegal drugs or narcotics except when lawfully prescribed for medical care or research; attending class or clinic under the influence of drugs or alcohol.
- 4. Possession or use of explosives, dangerous chemicals, or deadly weapons.
- 5. Practicing acupuncture or Chinese medicine without a license valid in the state where practicing, unless under formal clinical college supervision. Falsifying, misleading or misrepresenting academic programs, degrees, or professional credentials on official or public records, including social media platforms, websites, and resumes.
- 6. Willful disregard of college policy.
- 7. Soliciting or assisting another in acts mentioned above.
- 8. Academic deficiency, including grades, grade point average, unit load, or excessive absences.
- 9. Failure to meet the standards for safety, behavior, or dress and appearance set forth in the clinic manual.
- 10. Conducting any business enterprise on or around the institution's premises without the expressed, written approval of the institution.
- 11. Attending advanced courses without the necessary prerequisites.
- 12. Soliciting or assisting another in acts mentioned in this list.
- 13. Unprofessional communication or behavior with faculty, staff, patients, students, or other affiliated members of the Pacific College of Health and Science community at any time by any means, e.g., email, text, chat box, verbal, or any other means of communication or interaction.
- 14. If, at any time, in the judgment of the Student Success Committee, students present a risk to themselves, the reputation of the college, faculty, staff, fellow students, or patients of the college, they may be suspended or disqualified from the institution.

Students should recognize that the above violations reflect willful disregard for professional conduct and that, in most cases, first offenses will result in a minimum of one term suspension from the program and that any such incident may be indicated on the student's transcript.

#### **Readmission from Disciplinary Disqualification**

Students are typically not readmitted to the college following disciplinary disqualification.

# **Professional Conduct**

Students must maintain appropriate professional standards of conduct and appearance at the school. Specific regulations related to the clinic are found in the clinic manual. The use of cell phones is prohibited during classes and while on clinical shifts.

## **Civility**

As a diverse community of learners, students must work together in a setting of civility, tolerance, and respect for each other and for faculty members. Rules of classroom behavior, which apply to the online environment as well, include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
  - Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.
- There are to be no offensive comments, language, or gestures.

## **Appropriate Classroom Electronic Device Use**

Acceptable in-class uses of laptops and other electronic devices include:

- 1. Taking notes
- 2. Following along with the faculty member on digital files such as PowerPoint
- 3. Working on assigned in-class activities, projects, and discussions for that class only

Unacceptable in-class uses of laptops and other electronic devices\*:

- 1. Instant messaging
- 2. Emailing
- 3. Surfing the Internet
- 4. Playing games
- 5. Writing papers
- 6. Doing homework
- 7. Use during examinations

\*Pacific College of Health and Science faculty consider inappropriate in-class use of laptops and electronic devices equivalent to non-participation in class and reserve the right to lower student grades accordingly.

# **E-Learning/Online/Distance Education Expectations and Conduct**

For all programs, students may be required to complete various assignments through the online elearning platform; as a result, students are required to have a dedicated computer with reliable access. A phone or other mobile device is not an acceptable substitute. Students are required to read the Information Technology and Support section of the catalog and are responsible for meeting the Technology Requirements to be successful with coursework.

During online courses, students are required to keep on their cameras while in class to verify active participation. If a student becomes disruptive to faculty or other classmates during an online course, the student may be removed for the remainder of that class session.

# **Alcohol and Drug Use Policy**

Pacific College of Health and Science is dedicated not only to teaching and to the advancement of knowledge but also to the development of ethical and responsible individuals. The college seeks to achieve these goals through a sound educational program and policies that encourage maturity and independence. The regulations that govern student and employee conduct have been formulated with those objectives in mind.

The U.S. Department of Education regulations implementing the provisions of the Drug Free Schools and Communities Act and the Drug Free Workplace Act require that the college, as a recipient of federal funding, establish policies that prohibit marijuana use, possession, and distribution on campus and in the workplace.

These regulations require that a college distribute information annually about the possession, use, and distribution of alcohol and illicit drugs, including marijuana, regardless of state laws. Members of the Pacific College of Health and Science community are bound by federal, state, and municipal laws as well as by the regulations of the Board of Trustees of Pacific College of Health and Science.

The manufacture, distribution, possession, or use of federally illegal drugs or other controlled substances and the unauthorized use of alcohol by students on campus and by college employees at work is prohibited.

On Nov. 8, 2016, California voters passed Proposition 64 legalizing the use of recreational marijuana among people over the age of 21. It is important to understand that Prop. 64 does not change Pacific College of Health and Science policy; marijuana remains prohibited on all college property and at all college events.

Any person found to have violated the college policy on alcohol and drug use is subject to discipline and this may be cause for disqualification from federal student aid. The legal age for drinking alcohol in California, New York and Illinois is 21, and state laws deal harshly with underage drinking. As stated earlier, it is also against the law in California, New York, and Illinois to sell or give away alcohol to anyone under the age of 21.

## **Student Records**

# Notification Under FERPA of Student Rights Concerning Education Records and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See paragraph 6 below on students' right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

1. Students have the right to inspect and review their education records. Students should submit to the registrar or other appropriate official written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal to the college's FERPA appeals officer, the Registrar. Additional information regarding the appeal procedures will be provided if a request is denied.

- 2. Students have the right to request an amendment of their education records that they believe are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by students, the college will notify students of the decision and advise students of their rights to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided when students are notified of their rights to a hearing.
- 3. Students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the college in an administrative, supervisory, academic, or clinical, or support staff position; a person or company with whom the college has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other college officials in performing their tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform instructional, research, administrative, or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. Students may appeal the alleged denial of FERPA rights to:

Malcolm Youngren, President and CEO Pacific College of Health and Science 110 William Street, 19<sup>th</sup> Floor New York, NY 10038

5. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue, SW Washington, D.C. 20202-4605

6. The college will make the following student directory information available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, email address, clinic schedule, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, previous schools attended, and degrees, honors, and awards received. By sending a note to the office of the registrar, students may request that any or all of this directory information not be released without their prior written consent. This note remains in the student's file and may be withdrawn or replaced with new directions at any time.

#### **Maintenance of Student Records**

In addition to permanently retaining a transcript, the college also maintains pertinent student records for all graduates and students who attend the college but withdraw before completion for an indefinite amount of time. The college maintains records relating to federal financial aid programs as provided by federal law. Student records unrelated to transcripts are kept and maintained in the student information system during the time a student is enrolled and continuing after the student is no longer enrolled for a period of 7 years. The college retains student transcripts indefinitely.

#### Records kept include:

- (a) Enrollment agreement and documentation relating to student payments
- (b) Student information including attendance reports, progress records, grades, student address, etc.
- (c) Date student completed the program and/or was terminated from the program and the reason thereof
- (d) Student grievances and subsequent resolutions
- (e) Degree conferred

## **Health and Safety Policies and Disclaimers**

## **Student Rights**

### **Student Right-to-Know Information**

Under the Student Right-to-Know and Campus Security Act (Public Law 101-542), colleges and universities must publish retention and graduation rates for full-time undergraduate students admitted to degree programs beginning July 1, 1991. Information is available on the Pacific College of Health and Science website. In addition, retention and graduation rates for student athletes must be published if the institution provides athletically related student aid. Pacific College of Health and Science does not provide athletically related student aid.

#### **Student Rights and Responsibilities**

The Board of Trustees of Pacific College of Health and Science adopted the following rights and responsibilities of students:

- Pacific College of Health and Science provides students with broad, comprehensive programs in massage, nursing, acupuncture, and Chinese medicine. The College also provides cultural and community service activities.
- It is, in turn, the responsibility of the student to observe campus rules and regulations and to help maintain appropriate conditions in the classroom, on the campus, and in the community.
- By registering, the student agrees to comply with the policies and regulations of the college.

Pacific College of Health and Science is granted the right by law to adopt such rules as deemed necessary to govern its operations.

#### **Student Rights**

Pacific College of Health and Science students retain certain rights while engaged in their training programs:

- The right to express concerns and complaints without retaliation
- The right to review their student files
- The right to appeal grades to the department chair and/or academic dean and receive an unbiased review
- The right to an orderly review of complaints and concerns to the administration and, if needed, to the campus director and/or state or accreditation regulatory body
- The right to confidentiality when consulting with an advisor or counselor
- The right to reasonable assistance from the instructional staff concerning academic problems, including consultation and affordable tutoring

All students have the right to:

- 1. Make a report to local law enforcement and/or state police
- 2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously
- 3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution
- 4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard

- 5. Be treated with dignity and to receive from the institution courteous, fair, and respectful healthcare and counseling services, where available
- 6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations
- 7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident
- 8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution
- 9. Access to at least one level of appeal of a determination
- 10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process

Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution."

#### **Disclaimers**

Pacific College of Health and Science disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of the practice of acupuncture, Chinese herbal medicine, massage, and/or nursing in or outside of class, athletic, or extra-curricular activities. The college disclaims any liability as a result of any printing error in this catalog.

Enrollment in this institution or the payment of a fee in advance does not constitute a contract beyond any single academic term. This catalog does not constitute a contract between the student and the institution. Pacific College of Health and Science reserves the right to alter the curriculum, schedules, tuition, fees, and requirements at any time without prior notice. This catalog supersedes and replaces past issues. Students must meet the specific curriculum and graduation requirements detailed in the catalog current at the time of their initial enrollment in their current program, plus any upgraded, revised, or additional requirements applicable to them set forth by the institution in subsequent catalogs or catalog addenda.

#### **Institutional Financial Status**

Pacific College of Health and Science does not have a pending petition in bankruptcy, is not operating as a debtor in possession, and has not filed a petition for bankruptcy within the preceding five years, nor has a petition in bankruptcy been filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy code.

## **Disability Support Services**

The college provides assistance for students, faculty, staff, and patients with disabilities and does not discriminate on the basis of disability in its programs, benefits, and services, including the admission and retention of students. Under Title III of the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), qualified persons with disabilities are entitled to reasonable accommodations, including modifications to academic requirements and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College of Health and Science. Section 504 and the ADA define a 'disability,' with respect to an individual, as (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such impairment, or (3) being regarded as having such an impairment.

In order to ensure that qualified students with disabilities are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in all academic and other programs, services, and activities of Pacific College of Health and Science, as required by law, reasonable accommodations and auxiliary aids and services will be provided unless it is determined that doing so would alter the essential academic requirements of the College program being pursued or to any directly related licensing requirement. These may include modifications to the academic requirements and auxiliary aids and services, including, but not limited to, auxiliary aids and services for students with hearing and visual impairments (readers and such technology as adaptive computer software and hardware, reading machines); note takers; extended or divided time on examinations for students with learning disabilities or reduced physical stamina; adjustments in course load when appropriate; and audio recording classes.

Students seeking accommodations should contact, and provide current documentation to, the Student Services Coordinator who is designated as the Disability Support Services Officer for the college.

For all programs:

Ana Chavez, Student Services Coordinator <a href="mailto:studentservices@pacificcollege.edu">studentservices@pacificcollege.edu</a>

Confidentiality is subject to the Family Educational Rights and Privacy Act of 9174 (FERPA).

### **Complaint Resolution Procedures**

The complaint resolution procedures afford students an opportunity to resolve complaints regarding accommodation eligibility decisions, accommodations, auxiliary services, communication services, denial of services, or other administrative decisions of the Disability Support Services officer. Students have options to express their concerns through either an "Informal Resolution Procedure," a "Mid-Level Informal Complaint Resolution Procedure," or a "Formal Grievance Process."

The College's Section 504 coordinator and Title IX Representative, to whom to bring any concerns or complaints related to Section 504, is:

Dr. Ashley Kowal, Vice President of Student Services 929-373-3223 <a href="mailto:akowal@pacificcollege.edu">akowal@pacificcollege.edu</a>

### **Disability Support Services - Informal Complaint Resolution Procedures**

A student has the choice to pursue an informal resolution of any complaint of disability discrimination alleged to have occurred in any college program or activity by scheduling a meeting with the program director, dean, or campus director to discuss the complaint and possible avenues of resolution. This step should take no more than 5-7 business days. However, an informal complaint resolution procedure is not mandatory and need not precede the formal grievance procedure. If an informal resolution is not successful, the campus director will provide written notice to the student of the right to file a formal complaint within 10 business days of the notice and/or the option to request a mid-level resolution procedure, if appropriate.

#### **Mid-Level Informal Complaint Resolution Procedure**

This optional process is available for disputes about accommodations including disputes about the adequacy of verification of a disability and limitations, the denial of an accommodation, and/or a determination that a requested accommodation would alter the essential nature or constitute a fundamental alteration of the college program. If an informal resolution is not possible, the campus director will convene a panel within 5 business days of notice to the student that informal resolution was not successful or a request for mid-level review by the student. The panel will consist of the campus director, the academic dean of the program of which the student is enrolled, the student advisor, one faculty or professional staff member who has knowledge of the student's disability, one faculty or professional staff member who has knowledge of relevant disability law, and depending on the issues, other academic or administrative personnel. Other experts may be called in as needed in order to come to an appropriate resolution.

For disputes involving a claim that a requested accommodation is a fundamental alteration, the panel will implement the following process:

- The panel will identify the objective of the requirement, taking into consideration the information provided by the faculty member, program, or department concerning essential requirements, including curriculum approval or course creation documents.
- The committee will consider information provided by the student relevant to determining
  whether notice of the essential requirement in question has been provided to the student, and
  whether the accommodation requested by the student would invalidate the objective of the
  requirement.
- The committee will determine whether the accommodation requested by the student would invalidate the objective of the requirement. If not, the accommodation will be implemented.
- If the requested accommodation would invalidate the objective of the requirement, the committee (or designated members) will promptly and diligently search for alternate accommodations in consultation with the faculty member, disability support services officer, and the student. The committee will address the following:
  - a) Are there alternate ways that the student can acquire or demonstrate mastery of the skill that would meet the same fundamental objectives of the course or program?
  - b) Have we diligently searched for potential alternatives?
  - c) Have we included all the necessary people in this search?
  - d) Have we identified whether other postsecondary institutions have identified alternatives that achieve the objectives of the college without fundamentally altering requirements?

- The campus director will ensure that students are provided the opportunity to give information to the committee and that students have interim accommodations and are given prompt written notice of committee decisions. However, students are not to be considered decision-makers on the committee. The duty to explore this issue diligently, in a well-reasoned manner, without resorting to a pretext for discrimination rests with the college.
- The campus director or disability support services officer will take the steps necessary to ensure that the final approved accommodation is implemented fully and promptly by the college, including by any faculty member who previously may have objected to the accommodation.

The panel will review claims brought under this mid-level resolution procedure, make a determination, and provide written notification of the outcome to the complainant within 20 business days of a student's pursuance of the mid-level complaint-resolution procedure. These timelines may be extended for good cause shown by the campus director in writing to the complainant. In all cases, current services authorized by the campus director will continue during the complaint resolution process.

If a satisfactory solution cannot be reached, the student may initiate a formal resolution by following the grievance process below. Furthermore, a student has the right to appeal any decisions made during the informal complaint resolution procedure through the formal grievance procedure.

#### **Disability Support Services - Formal Grievance Procedure**

The disability support services formal grievance procedure may be used for complaints of disability discrimination, including discrimination regarding the provision of accommodations alleged to have occurred in any college program or activity. A student may pursue a formal resolution by submitting a "Concern or Complaint Form." This form can be accessed from the StudentHub, through the Contact/Submit Ticket link in the top right of the page. Under Type of Request, select Concern or Complaint from the pull-down menu. Complete this within 90 calendar days from the time the student knew or could reasonably be expected to have known of the action(s) or lack of action(s) that is/are the subject(s) of the complaint.

Upon receipt of a written complaint, the campus director will review the complaint and make an initial determination regarding whether the complaint states a claim that is appropriate for review. If the campus director makes a determination to review the complaint, the campus director should complete their review and notify the student of the complaint outcome within 90 business days of the date it was received. If the campus director makes a determination to dismiss the complaint because it does not state a claim that is appropriate for review, the campus director shall notify the student in writing within 10 business days of receipt of the complaint. The notice will provide an explanation of why the complaint did not state a claim that was appropriate for review. The notice will also provide the complaint 10 business days to request an appeal of the dismissal to the college president. The president will respond to the appeal within 10 business days of receipt of the appeal. If the dismissal is upheld, that decision is final. If the decision to dismiss is overturned by the president, the case shall be sent back to the campus director for investigation in accordance with the procedures below.

#### Investigation

The campus director will make all provisions necessary to ensure a prompt and equitable resolution procedure that includes a thorough, impartial, and reliable fact-finding process. At a minimum, this investigation will include an interview with the complainant, a right to representation, a review of any relevant written materials, and a review of information from relevant individuals (interviews, written statements, or documents). The campus director or their designee shall notify the student in writing of the outcome of the complaint and document the outcome on the "Concern or Complaint" ticket, including the determination of whether discrimination occurred, and the steps that have been or will be taken to resolve the complaint.

The campus director will ensure that any individual making the decision as to whether discrimination has occurred is trained in the legal standards and appropriate methods for resolution including the scope of remedies that should be provided to a student who experienced discrimination.

In California, complaints that are still unresolved after the formal complaint resolution process has completed may be directed to 1) the Bureau for Private Postsecondary Education, 2535, Capitol Oaks Drive, Suite 400, Sacramento, California 95833, P.O. Box 980818, West Sacramento, CA 95798-0818; 2) Western Association of Schools and Colleges Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, (510) 748-9001; or 3) the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM), 89421 Aztec Drive, Suite 2, Eden Prairie, MD 55347, (952) 212-2434. ACAHM addresses issues that involve students in the acupuncture and Chinese medicine master's and doctoral degrees only.

#### **Prohibition Against Retaliation**

College policy and federal law prohibits retaliation against an individual who has filed a complaint alleging unlawful discrimination, who participates in an investigation, or who engages in any other activity protected under this policy, Section 504, or the ADAAA. Complaints alleging retaliation for engaging in these protected rights may be filed under the above formal grievance procedure.

#### **Discrimination and Harassment**

#### **Policy Statements**

### **General Philosophy**

Pacific College of Health and Science is committed to creating and maintaining a community in which all college community members can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation.

#### Statement of Non-Discrimination

The college prohibits discrimination of one person by another for any reason, including but not limited to: veteran status; race; color; religion; sex; national origin; ancestry; age; physical or mental disability; medical condition including genetic characteristics, pregnancy status, marital status, sexual orientation, and gender identity.

#### Prohibited Romantic and Sexual Relationships with Students

Pacific College of Health and Science is committed to maintaining a safe, positive, and respectful environment in which students can study and learn without conflicts of interest, exploitation, and favoritism. The integrity of the faculty-student relationship is essential and incredibly important to Pacific College of Health and Science. Students look to their faculty, clinic supervisors, and other faculty mentors such as teaching assistants for guidance and depend upon them for advice, assessment, and advancement. Faculty-student romantic or sexual consensual relationships create the potential for abuse of authority and conflict of interest that can be actual, potential, and apparent.

Faculty-student romantic or sexual relationships are problematic under any circumstance. The inherent power differential between faculty and students undermines the possibility of meaningful consent. Such relationships introduce dynamics that detract from the educational mission of Pacific College of Health and Science.

*Prohibited Relationships with Students:* Pacific College of Health and Science prohibits all sexual or amorous relationships between students and faculty, clinic supervisors, or teaching assistants. Faculty, clinic supervisors, and teaching assistants are restricted from teaching, evaluating, coaching, mentoring, counseling, advising, employing, or supervising a student with whom they may have or previously had a sexual or amorous relationship.

*Pre-Existing Relationships:* If there is a pre-existing sexual or amorous relationship that pre-dates one or both parties' affiliation with the College, the person in the position of greater authority within the College is required to immediately inform their respective Academic Dean or Campus Director of the relationship.

The Campus Director, in consultation with the respective Academic Dean, Human Resources, and Student Services will promptly implement a recusal from the institutional relationship in a manner that results in the least harm to the student. This will include monitoring the recusal and appropriate future recusals, signing a consensual relationship agreement, and implementing appropriate remedial measures to minimize the conflict of interest or appearance thereof.

*Exceptions:* No exceptions will be made to this policy, especially when a faculty, clinic supervisor, or teaching assistant has educational oversight of the student.

*Violations:* Violations of this policy may result in sanctions, including mandatory training or counseling, corrective action, suspension, loss of privileges, demotion, removal of title(s), or termination. An ad hoc committee involving the Academic Dean, Campus Director, Human Resources, and Student Services shall determine sanctions for violations. Appeals to the committee's decision on the sanction can be made in writing within 30 days to the PCHS President and CEO.

*Question or Concerns:* Individuals who are or may be parties to a sexual or amorous relationship that is prohibited under this policy and have questions about this policy are encouraged to contact their respective Academic Dean or Campus Director. Suspected violations of this policy should be reported to the respective Academic Dean, Campus Director, or Student Services.

#### **Definitions**

Affirmative consent: A knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

*Discrimination:* While it is not easy to define precisely all instances that may be discriminatory, they include slurs, epithets, threats, derogatory comments, visual depictions, unwelcome jokes, and teasing.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward individuals because of their veteran status, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, physical or mental disability, marital status, citizenship, medical condition including genetic characteristics, pregnancy status, or any other characteristic protected by law, or that of his or her relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work or school environment,
- Has the purpose or effect of unreasonably interfering with an individual's work or study performance, or
- Otherwise adversely affects an individual's employment or education opportunities.

Hostile environment harassment occurs when unwelcome conduct, particularly of a sexual nature, is so severe, persistent, or pervasive that it affects a student's or an employee's ability to participate in or benefit from an educational program or activity or work, or creates an intimidating, threatening or abusive educational or working environment. Hostile environments

can be created by one or multiple persons and can have one or more intended and unintended targets.

An offended observer is a person who is not the direct target of the offensive conduct, but rather is a witness to the harassing behavior and to whom the conduct is offensive. For example, a student may make offensive comments about sexual orientation to a fellow student while in a group of peers. The targeted student is the intended victim of the bullying student, but any of the peers who heard the comments are potentially the unintended victims of the behavior. Both targeted individuals and offended observers can initiate the anti-discrimination/harassment process. Offended observers are generally people who are able to speak for the targeted individual when that person is unable to speak for themselves.

*Sexual harassment:* While it is not easy to define precisely what sexual harassment is, it includes unwelcome sexual advances and requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sex-related drawings; pictures; jokes; teasing; uninvited touching; and other sex-related comments. In addition to creation of a hostile environment, sexual harassment can also occur as quid pro quo.

Quid pro quo: Harassment occurs when a school employee causes a student or colleague to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program, activity, or as a condition of employment. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment. It does not matter whether the student refuses to submit to the teacher's demands and suffers the threatened harm or does what the teacher wants and thus avoids the harm; in both cases, this act of harassment by the school employee is unlawful.

#### Retaliation

Pacific College of Health and Science encourages reporting of all incidents of harassment and discrimination regardless of who the offender may be, or the offender's relationship to the college. It is extremely important to note that Pacific College of Health and Science will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting incidents of harassment or discrimination. The school will take steps to prevent any retaliation by the alleged harasser or person who has displayed discrimination against another or anyone else at the school. Students and staff members can be sure that the school will take strong responsive actions, should any act of retaliation occur.

#### **Malicious or Frivolous Allegations**

Pacific College of Health and Science recognizes that allegations of harassment or discrimination can cause serious damage to the accused's personal reputation and career. If it is determined that a harassment or discrimination allegation is malicious or frivolous in nature, the complainant may be subject to disciplinary action.

#### **Amnesty**

The health and safety of every student at the Pacific College of Health and Science is of utmost importance. Pacific College of Health and Science recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence,

including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Pacific College of Health and Science strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Pacific College of Health and Science's officials or law enforcement will not be subject to Pacific College of Health and Science's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

#### **Confidentiality**

The college recognizes that confidentiality is important. Anyone who suspects that he or she has been a victim of harassment or discrimination is encouraged to report the matter. The college will make every effort to respect the confidentiality and privacy of all parties involved. When looking into the matter, particularly when a grievance is filed, the school will pay attention to any due process or other rights the accused student or teacher might have. However, the school will make sure that doing so does not interfere with the protections provided by law to the complainant.

Sometimes, a student complaining of harassment or discrimination may ask that the school, in its investigation, not use the student's name. Similarly, a student may even ask that the school take no action. In these situations, the school's ability to deal with the alleged harassment or discrimination may be limited. However, the school may still be able to take some steps to address the matter: for example, the school will, at the minimum, report a sexual assault or other possible criminal activities to the police, even without a complaint from the student. In less severe cases, the school will at least keep track of the incident so that it can identify and take action against repeat offenders. However, when faced with a request for confidentiality or to take no action, the school must consider whether the alleged harassment or discrimination may affect other students. If so, the school may need to take action to prevent those students from being harassed or discriminated against.

Even Pacific College of Health and Science offices and employees who cannot guarantee confidentiality will maintain complainant privacy to the greatest extent possible. The information provided to a non-confidential resource will be relayed only as necessary for the Title IX coordinator and/or campus director to investigate and/or seek a resolution.

#### **Sanctions**

If the school discovers an incident of harassment or discrimination, it has an obligation to stop it and ensure that it does not happen again. Sanctions may include appropriate disciplinary and/or remedial action, warning, censure, suspension, or dismissal from employment or from the program.

For crimes of violence including but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C.1092(f)(1)(F)(i)(I)-(VIII), Pacific College of Health and Science shall make a notation on the transcript of students found responsible after a conduct process that they were "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation". For the respondent who withdraws from Pacific College of Health and Science while such conduct charges are pending, and declines to complete the

disciplinary process, Pacific College of Health and Science shall make a notation on the transcript of such students that they "withdrew with conduct charges pending." Student appeals seeking removal of a transcript notation for a suspension are referred to the college's grievance policy. Such notation shall not be removed prior to one year after conclusion of the suspension, while notations for expulsion shall not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

#### **Complaint Procedure: Sexual Harassment and/or Discrimination**

Any student, staff member, faculty member, or other person who believes he or she has been unlawfully harassed or discriminated against should immediately report it to the school using the complaint form on the StudentHub. A concern or complaint form may be obtained by going to the StudentHub; selecting **Contact/Submit Ticket** at the top-right of the page to access the form; then under Type of Request, selecting Concern or Complaint from the pull-down menu. The form will be forwarded to the campus director and human resources. In compliance with state laws, an incident should be reported within 180 days (six months) from the date of occurrence. It is noted that there are some circumstances in which the reporting timeframe extends to 300 days from the date of occurrence, per federal law. However, differences in the definitions of protected classes in federal and state laws governing harassment and discrimination make an exhaustive list impractical here. Complainants are advised to consider the deadline for filing as 180 days. The school will move quickly to determine what happened. When a student reports sexual harassment or an act of discrimination, the school will explain how its grievance and investigation procedures work and offer the student the opportunity to use them.

San Diego Campus Director: April Paniagua

858-290-7111

7445 Mission Valley Rd. Suite 105

San Diego, CA 92108

**New York** *Campus Director: Kellie Knight* 

929-373-3212

110 William St. 19<sup>th</sup> Floor New York, NY 10038

**Chicago** *Campus Director: Dave Frech* 

872-888-7346

65 E. Wacker Place 21st Floor

Chicago, IL 60601

#### Levels of Resolution

#### **Consultation**

A student, or faculty or staff member, may consult with the campus director, academic deans, or directors of clinical services to discuss issues related to sexual or other harassment. This consultation is available if the person is a complainant, a person who believes his or her own actions may be the subject of criticism (even if unwarranted), or a third party. Often there is a desire that a consultation be confidential or off the record. This can usually be achieved when

individuals discuss concerns about harassment without identifying the other person(s) involved, and sometimes even without identifying themselves. The level of confidentiality depends on what legal protections are necessary for the safety of the campus community.

#### Direct

If the student or staff member feels comfortable doing so, he or she should confront the harasser directly and communicate to him or her that the conduct is unwelcome and must stop.

#### **Informal Resolution**

- A complaint of discrimination/harassment form will be completed by the school official first hearing the complaint.
- The complaint form will then be submitted to the campus director who will act as facilitator to attempt to mediate and resolve complaints.
- Activities undertaken toward this end include fact gathering through fact-finding interviews and discussions with the complainant and respondent as well as with other school officials.
- Informal resolution may be attained through mutual consent and/or clarification of perceptions, ensuring both parties are comfortable with future interaction, and may include remedial measures or disciplinary sanctions.
- Resolution of complaints following the informal format will be attempted within a two-week period.

#### Formal Resolution

- A complaint of discrimination/harassment form will be completed by the school official first hearing the complaint.
- The complaint form will then be submitted to the campus director who will assign an impartial investigator to assist in investigating the complaint.
- The parties involved will have the opportunity to present witnesses and other evidence.
- The investigators may independently seek out witnesses or other information.
- The investigation will be treated seriously, afforded high priority, and completed in a timely fashion. Involved parties will be apprised of the ongoing process.
- Upon completion, all parties will be given notification of the outcome of the complaint, including determinations of credibility and findings of facts based on credible evidence.
- Information will be released to any other parties on a "need to know" basis only.
- If harassment has been deemed as such, the school will take steps to prevent its recurrence and will correct its discriminatory effects on the complainant and others, where and when appropriate.
- Any party dissatisfied with the process or decisions resulting from the investigation will have an opportunity to appeal the findings.
- An attempt will be made to complete the formal resolution within a four-week period.

#### **Interim Measures and Accommodations**

The reporting individual(s) may obtain reasonable and available interim measures and accommodations that effect a change in academic, employment, transportation, or other applicable arrangements in order to help ensure safety, prevent retaliation, and avoid an ongoing hostile environment, consistent with Pacific College of Health and Science's policies and procedures. Both the accused or respondent and the reporting individual(s) shall, upon request and consistent with Pacific College of Health and Science's policies and procedures, be afforded a prompt review,

reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her and shall be allowed to submit evidence in support of his or her request.

#### Additional Enforcement Information

In addition to Pacific College of Health and Science's internal complaint procedure, the U.S. Equal Employment Opportunity Commission (EEOC), the Office for Civil Rights, U.S. Department of Education, the California Department of Fair Employment and Housing (DFEH), and the Illinois Department of Human Rights (IDHR) investigate and prosecute complaints of sexual harassment.

#### **Prevention of Harassment**

Pacific College of Health and Science is committed to providing awareness of the complaint procedure, ensuring immediate and appropriate action, and doing its best so that each student/staff member is comfortable bringing any issue to the school's attention.

#### **Consumer Information**

The Campus Security Report and the School Performance Fact Sheets are available online at <a href="https://www.pacificcollege.edu/about/consumer-information">https://www.pacificcollege.edu/about/consumer-information</a>.

### **Disciplinary and Complaint Procedures**

Any person may file a written complaint with the campus director or other administrator regarding the actions of a specific student, faculty, or staff member. A concern or complaint form may be obtained by going to the <a href="StudentHub">StudentHub</a>, then selecting <a href="Contact/Submit Ticket">Contact/Submit Ticket</a> at the top-right to access the form; under "Type of Request", select "Concern or Complaint" from the pull-down menu. The campus director is informed of all complaints and works with the academic dean, vice president of student services, and/or human resources to determine course of action and resolution. In some cases, a Grievance Committee may be convened. In such cases, the Grievance Committee may reject the complaint, or it may expel, disqualify, suspend, place on probation, or warn the student, faculty, or staff.

The individual in question will be notified in writing by the campus director, deans, or the Grievance Committee regarding disciplinary procedures and the length, amount, or conditions of any disciplinary action.

During a period of suspension, interim suspension, or after expulsion or disqualification, the student shall not, without prior written permission of the campus director or their designated representative, enter the premises other than to attend a disciplinary hearing. Violation of any condition of suspension or interim suspension shall be grounds for expulsion.

For any of the above disciplinary actions, no fees or tuition paid by a student for the term in which they are suspended, expelled, or disqualified shall be refunded, unless required by statute, regulation, or financial aid policy.

#### **Grievance Committee**

Members of the institution with legitimate grievances should attempt to resolve them by meeting with involved parties and appropriate academic or administrative employees. If a member of the institution is unable to resolve a grievance through such channels, the involved parties may request

that the campus director convene a Grievance Committee. The campus director shall notify the president of the complaint. If the complaint involved the campus director, the president will decide if convening a Grievance Committee is appropriate. If the complaint involves the president, the Board of Trustees will decide. To request a hearing by a Grievance Committee, a written request must be submitted to the office of the campus director and/or the president. Grievance Committee members typically include student, faculty, and administrative representatives uninvolved in the related issue. The Grievance Committee examines associated documents and may conduct interviews with involved parties. The Committee will report its findings and recommendations to the campus director and president. The campus director and/or president will make a decision and notify the involved parties within a reasonable period.

The existence of the grievance policy and procedure does not require the institution to convene a Grievance Committee prior to any disciplinary or academic decision unless it is requested and the cause for the request is determined to be reasonable by the president.

It is extremely important to note that Pacific College of Health and Science will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting any grievance. If a complaint is still unresolved after the Grievance Committee's decision, a student or any member of the public may file a complaint about this institution by contacting:

#### San Diego Campus

The Bureau for Private Postsecondary Education, by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's website <a href="https://www.bppe.ca.gov/">https://www.bppe.ca.gov/</a>

California Massage Therapy Council at One Capitol Mall, Suite 800, Sacramento, CA 95814, <a href="www.camtc.org">www.camtc.org</a>, phone (916) 669-5336, or fax (916) 669-5337

#### **New York Campus:**

New York State Education Department, Office of Professions, Albany, NY 12230, Phone Number: (518) 474-3817; Fax: (518) 474-1449, <a href="https://www.op.nysed.gov">www.op.nysed.gov</a>

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, phone (404) 975-5000, <a href="https://www.acenursing.org/">https://www.acenursing.org/</a>. ACEN addresses issues that involve students in the Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) and MSN programs only.

#### **Chicago Campus:**

Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377 (217) 782-2551, Fax: (217) 782-8548, TTY: (888) 261-2881, Institutional Complaint Hotline: (217) 557-7359, <a href="https://complaints.ibhe.org/">https://complaints.ibhe.org/</a> General Information: <a href="mailto:info@ibhe.org/">info@ibhe.org/</a>

Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone (952) 212-2434;

fax (301) 313-0912. ACAHM addresses issues that involve students in the

doctoral and master's degree programs only.

Wisconsin Students: Department of Safety and Professional Services – Educational Approval

Program, P.O. Box 8366, 4822 Madison Yards Way, Madison, WI 53705;

www.dsps.wi.gov; dspseap@wisconsin.gov; (608) 266-1996.

New Mexico Students: New Mexico Higher Education Department 2044 Galisteo Street, Suite 4

Santa Fe, NM 87505 Phone: 505-476-8400, https://hed.state.nm.us/

For additional state information to register a complaint, please go to <a href="https://www.pacificcollege.edu/state-authorization-of-distance-education">https://www.pacificcollege.edu/state-authorization-of-distance-education</a>.

## **Campus Guidelines**

#### **Emergency Procedures**

During periods of campus emergency, as determined by the campus director, the campus director may, after consultation with the president and such members of the Board of Trustees as are immediately available, place into immediate effect any emergency regulations or procedures necessary to meet the emergency, safeguard persons and property, and maintain educational activities.

The campus director may immediately impose an interim suspension in cases where there is reasonable cause to believe that such action is required in order to protect lives or property, and/or to ensure the maintenance of order.

Any clinical faculty member or clinic director may immediately impose an interim suspension upon a clinical trainee in cases where there is reasonable cause to believe that such action is required in order to protect the health and welfare of persons and/or the professional reputation of the school.

#### **Campus and Classroom Safety**

Classrooms are often used for multiple teaching purposes. Therefore, please adhere to the designated "Healthcare Training Area" signs, which state, "In classrooms where training is occurring do not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses."

Shoes must be worn on campus at all times, except during designated practical classes when it is required or appropriate to remove them.

#### **Guests on Campus**

Guests, including minor children, may not be brought by students to classrooms or to the clinic (unless as a patient in authorized areas). They may not be left attended or unattended in any part of the college during periods when the student is engaged in classroom or clinical activities unless permission is granted by the campus director.

#### **Pets on Campus**

Pets of any kind, aside from documented service animals, are not permitted in the school's buildings at any time. If you are the owner of a service animal, please follow the Disability Support Services steps for approval.

## **Libraries**

### **Digital Library**

The Pacific College of Health and Science digital libraries contain extensive electronic resources, databases, e-books, and online journals. The library provides classes on locating materials in all formats and databases. The college's e-resources are accessible through the online catalog at <a href="https://p94022.eos-intl.net/P94022/OPAC/Index.aspx">https://p94022.eos-intl.net/P94022/OPAC/Index.aspx</a>.

Online tutorials cover accessing catalogs, print and non-print resources, e-books, and databases including PubMed, MedlinePlus, Alt Healthwatch, Medline with Full Text, EJS online journals,

Cochrane Library, ProQuest Nursing and Allied Health, and the Pacific College of Health and Science Audio Library.

There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, e-books and more. These are located at: <a href="https://p94022.eos-intl.net/P94022/OPAC/Index.aspx">https://p94022.eos-intl.net/P94022/OPAC/Index.aspx</a>.

Students can request special assistance and tutorials at the library.

#### **Other Holdings**

There are many resources available in the Pacific College of Health and Science libraries, including Eastern and Western biomedical books, journals, multi-media resources, and anatomical models. The three campuses' collections total over 120,000 items, including 108,700 e-resources (databases and e-books), over 43,978 printed volumes, over 133 journals, and over 4,580 educational software items, i.e., CDs and DVDs. In addition, the library has 241 database links. The library also has a unique collection of Chinese language monographs. Post-graduate doctoral capstone dissertations are available for reference use in the library. Required texts are available at the library's circulation desk.

## **Student Services**

#### WellConnect

Pacific College of Health and Science has partnered with WellConnect to provide students and their immediate family members with 24/7 confidential support services, including immediate access to counselors, online self-help tools, and assistance in identifying community-based agencies to facilitate childcare, transportation, and other daily living needs. Common reasons why students reach out to WellConnect include but are not limited to: feelings of stress related to school, family, or work; struggles with depression or anxiety; relationship issues; drug or alcohol problems; childcare concerns; and financial troubles.

To contact WellConnect:

Phone Number: 866-640-4777

Website: <a href="https://wellconnect.personaladvantage.com/">https://wellconnect.personaladvantage.com/</a>

School Access Code: San Diego L357

New York M662 Chicago T172

In addition to covering all PCHS students, WellConnect provides free and confidential services to all their immediate family members:

- Siblings
- Parents
- Children by blood, adoption, or marriage
- Spouses/partners
- Grandparents
- Grandchildren

#### **Students Succeed with Academic Tutors**

Pacific College of Health and Science's community provides support for success. Student advisors encourage students to form study groups. Study groups are normally formed among students enrolled in a given course. Please contact the faculty member or teaching assistant of any course for which you feel the need for a study group.

Students having difficulty are advised to seek tutoring from an advanced student employed in the college's tutorial program. A list of eligible tutors can be obtained from the Student Services Department or student advisors. Students who experience minor difficulty with a specific subject can seek assistance from the faculty member of the course during office hours or by appointment.

# Undergraduate Success Education (USE) Class (Chicago campus) General Study Skills (San Diego campus) Public Safety Seminar (New York campus)

**Public Safety Seminar (New York campus)** 

This class requires **100% mandatory attendance** for all students in the Massage Therapy/Asian Holistic Health programs. This course will give students first-year experience with time management, study skills, e-learning platforms, StudentHub and the Campus Vue portal. There is no fee.

#### ATI Launch Bachelor of Science in Nursing (Prelicensure Option)

All program students must complete the *ATI Launch* (evidence based academic skill enrichment program) program as an extra-curricular activity during the final term of general education coursework. The requirement is completion of the program. No specific end achievement score is required.

#### **Academic Advising**

Students often need assistance with course selection and scheduling. Student advisors are available to help. In cases where a student is not making satisfactory progress in a course, or in the program as a whole, advisement is usually required with the academic dean, program director, and/or vice president of student services. Student advisors or the registrar will meet with or review the file of each graduate student prior to the student taking the first or second comprehensive exam to ascertain that the student is making appropriate progress.

#### **Career and Alumni Services**

The college offers the following services to support graduates in obtaining employment and/or establishing a private practice:

- Pacific College of Health and Science Alumni Network (PCAN) features graduated directory for referrals, event postings, groups and clubs, job board, resources including discounts, and more
- College Library access onsite and online, for life
- College email and Microsoft Office suite, for life (assuming no changes in Microsoft user agreement)
- Business courses as part of the curriculum
- Job placement assistance
- Assistance developing a private practice and other career matters
- Alumni newsletter
- Practitioner database with referrals for the public

## PACIFIC COLLEGE of HEALTH AND SCIENCE IMPROVING LIVES EXPONENTIALLY

- "Practice Success" webinars and classes
- Outreach, public speaking, networking, and promotional opportunities
- Continuing education online and onsite, plus Pacific Symposium
- Development and maintenance relationships with employers, governing bodies, professional organizations, and community agencies for the benefit of alumni
- An alumni network of thousands in over 37 states and a dozen foreign countries

Though the college supports graduates in the variety of ways listed above, it makes no guarantee of employment or referral. Services provided by the college are offered as assistance to graduates seeking employment, but placement is not offered as an assumption of the responsibility for finding the student a job.

#### **Information Technology (IT) Support Services**

All students are assigned a Pacific College of Health and Science email account that is vital to being informed. Students also have access to StudentHub, (<a href="https://studenthub.pacificcollege.edu">https://studenthub.pacificcollege.edu</a>), the main online information center.

Wireless internet access is provided on each campus. The library contains a computer lab for research and use by students. Student accounts will be discontinued approximately six months after the student's graduation date or immediately upon discontinuation of the program.

#### **Housing**

The college has no dormitory facilities or other housing options on campus or under its control. However, a wide range of housing is available near the Pacific College of Health and Science facilities. An admissions representative can provide information about neighborhoods, pricing, or rental resources.

The availability of housing will shift slightly throughout the year, but each of our campuses is located near apartments, condos, and homes, and each campus is located near public transportation to accommodate those who choose to live further away. Please see below for campus-specific information:

San Diego Campus	Cost estimate f	or renters: A	\ 1-be	droom renta	l in S	San D	Diego county	ranges
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from \$1,807-\$3,500 according to zumper.com (August 2023)

Housing resources:

Apartment Finders (619) 296-2787 Apartment Locators (858) 569-7368 Tenant Finders (619) 574-8035 Roommate Finders (619) 574-6876

**New York Campus** Cost estimate for renters: A 1-bedroom rental in NYC ranges from \$1,800-

\$4,800 according to zumper.com (August 2022)

**Housing resources:** 

Apartment Finders (212) 489-6943 Roommate Finders (212) 362-0162 **Chicago Campus** 

Cost estimate for renters: A 1-bedroom rental in Chicago ranges from

\$1,765-\$2,377 according to zumper.com (August 2022)

Housing resource:

Apartment Finders (773) 883-8800

#### **Licensure Exam Preparation**

The college offers a licensure exam preparatory course to doctoral and master's students as well as to associate degree students (New York campus). Students are encouraged to meet with the registrar's office for information regarding requirements for licensing exam applications and to review student files for completeness.

The Bachelor of Science in Nursing (Prelicensure Option) is a complete partner with Assessment Technology International (ATI) and incorporates National Council Licensure Exam -RN (NCLEX-RN) preparation throughout the curriculum including subject matter Comprehensive Mastery Series Exams, Comprehensive Predictor Exam, Live NLCEX-RN Review, and Virtual ATI (VATI).

#### **Licensing Examinations**

Students must obtain and submit their own applications to sit for any state or national exam and request in writing that Pacific College of Health and Science send academic documentation to the relevant agencies.

To obtain the California acupuncture licensing exam application write to:

California Acupuncture Board 1747 N. Market Blvd, Suite 180 Sacramento, CA 95834 Phone: 916-515-5200

http://www.acupuncture.ca.gov

To obtain New York state acupuncture and massage licensure applications contact:

NY State Education Department, Office of the Professions, Division of Professional Licensing Services:
Acupuncture Unit

89 Washington Avenue Albany, New York 12234-1000 Phone: 518-474-3817, ext. 260 Fax: 518-402-2323

E-mail: <a href="mailto:opunit2@mail.nysed.gov/">opunit2@mail.nysed.gov/</a>
<a href="https://www.op.nysed.gov/">https://www.op.nysed.gov/</a>

or

Massage Therapy Unit 89 Washington Avenue Albany, New York 12234-1000 Phone 518-474-3817, ext. 270 Fax: 518-402-5354

E-mail: <a href="mailto:opunit3@mail.nysed.gov/">opunit3@mail.nysed.gov/</a>
<a href="https://www.op.nysed.gov/">https://www.op.nysed.gov/</a>

## PACIFIC COLLEGE of HEALTH AND SCIENCE IMPROVING LIVES EXPONENTIALLY

To obtain Illinois acupuncture and massage license information contact:

Illinois Department of Financial and Professional Regulation Division of Professional Regulation 320 West Washington Street, 3<sup>rd</sup> Floor Springfield, IL 62786 http://www.idfpr.com

To obtain the NCCAOM application contact:

National Commission for the Certification of Acupuncture and Oriental Medicine 2001 K Street, NW, 3<sup>rd</sup> Floor North Washington, D.C. 20006 (888) 381-1140 (toll-free phone number) (202) 381-1140 (direct phone number) (202) 381-1141 (main fax) http://www.nccaom.org info@thenccaom.org

For a NCBTMB application, contact:

National Certification Board for Therapeutic Massage and Bodywork 1333 Burr Ridge Parkway, Suite 200 Burr Ridge, IL 60527 Phone: 800-296-0664 https://www.ncbtmb.org/

For an MBLEx examination application, contact:

The Federation of State Massage Therapy Boards Massage and Bodywork Licensing Exam Office

7300 College Boulevard, Suite 650 Overland Park, KS 66210 Phone: 866-962-3926 infor@fsmtb.org https://www.fsmtb.org/mblex/

To obtain information regarding a New York state Registered Nurse (RN) license and the NCLEX-RN exam application, contact:

New York State Education Department Office of the Professions 89 Washington Avenue Albany, NY 12234-1000 Phone: 518-474-3817

https://www.op.nysed.gov/professions/registered-professionalnursing/

The U.S. Department of Education requires the education institution to provide a list to the students of where the education institution has determined the curriculum meets licensure requirements, does not meet licensure requirements and where no determination has been made about licensure requirements. Please see: <a href="https://www.pacificcollege.edu/about/licensure-disclosure/nursing">https://www.pacificcollege.edu/about/licensure-disclosure/nursing</a>

All required supporting documentation from Pacific College of Health and Science will be sent to the appropriate agency upon written request of the test applicant and payment of documentation fee, provided all other obligations to the college have been met. However, it is the test applicant's responsibility to ascertain that all documentation has been sent prior to the appropriate deadline. Students in the Bachelor of Science in Nursing (Prelicensure Option) will be supported in the application process to take the NCLEX-RN and the college coordinates with the nursing boards of NY, NJ, CT, and CA (and others upon request) to provide candidate information for issuance of the authorization to test.

For any course(s) for which Pacific College of Health and Science has granted transfer credit, the student must place a request with the original institution to forward official transcripts to the California Acupuncture Board at the time of application for the licensure.

Please see the Licensure and Certification Disclosure section of this catalog. Pacific College of Health and Science can only guarantee that its acupuncture and Chinese medicine curricula meet the relevant requirements of California, New York, and Illinois. Pacific College of Health and Science can only guarantee its massage curricula meet the standards of the MBLEx and NCBTMB exams, and the states of California, New York, and Illinois. It is likely that students will be eligible in other locales. Please refer to <a href="https://www.pacificcollege.edu/about/licensure-disclosure">https://www.pacificcollege.edu/about/licensure-disclosure</a> for up-to-date information.

#### **Student Financial Assistance**

Eligible United States citizens or permanent residents in the massage and nursing certificate programs, associate, bachelor's, master's, entry-level, and transitional doctoral degree programs may participate in federal and state student aid programs. For further eligibility information or for more details on Federal Pell Grants, Federal Direct Loan, Federal Supplemental Education Opportunity Grants and Federal Work Study Programs, please visit the U.S. Department of Education website: <a href="https://studentaid.gov/">https://studentaid.gov/</a>. Your rights and responsibilities as a borrower are included. Students should read this information before applying for a student loan. Additional important information is detailed in Pacific College of Health and Science's Financial Aid Policy, available at: <a href="http://www.pacificcollege.edu/prospective/financial-aid">http://www.pacificcollege.edu/prospective/financial-aid</a>. Deadlines may apply, so contact Pacific College of Health and Science's Financial Aid Office early. For information about state financial aid programs, please contact the Financial Aid Office.

Financial Assistance for Students Not Eligible for Federal or State Student Aid Programs
Students may apply for private educational loans. See the Financial Aid Office for details. From time
to time, Pacific College of Health and Science becomes aware of private financial assistance
programs or scholarships. Please check with the branch financial aid office for the latest details.

## **TUITION AND FEES**

All tuition and fees are effective September 1, 2024 and based on the model curricula.

#### **Please Note:**

- College items lost or broken will be charged at the college's replacement cost plus expenses.
- Cash not accepted for tuition and fees.
- Students may defer current Title IV loans while in the program.
- Students enrolled in online programs are exempt from Student Council and Student ID fees.
- Library: if students lose or damage books, the library charges the replacement cost of the lost/damaged materials. The library itself only accepts cash (no checks). Students can pay for lost or damaged books with a credit card at the bookstore. Bring your receipt and book to the library for confirmation. In addition to the replacement price, the library will charge a fee of \$0.40/day per media/book for accounts that are put on registration holds.

## **SAN DIEGO CAMPUS**

## Doctor of Acupuncture with Chinese Herbal Medicine Specialization (DAcCHM) Tuition and Fees

Doctor of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM)	Amount
Total Tuition	\$85,937.25
Total Required Program Fees	\$7,318
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$93,255.25

Total tuition amount does not include CALE

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	960	\$20.65	\$19,824.00
Didactic Hours	See Refund Policy	2,227.5	\$25.70	\$57,246.75
Lab Hours	See Refund Policy	345	\$25.70	\$8,866.50
			Total Tuition:	\$85,937.25



Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (11)	\$40	\$440
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$5,000
CALE Exam Prep Course	Non-refundable	One time	\$362	\$362
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	\$70	\$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	\$10	\$110
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (11)	\$30	\$330
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$7,318

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Fees to Transfer Credits	n/a	n/a	n/a

Independent Study (if available)	Non-refundable Per Hour		200% of tuition rate
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$25.85
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
Tutoring	n/a	n/a	n/a

Comprehensive Exam Fees	Refund Status	Frequency	Amount
Failed Exam: Practice Retake	Non-refundable	Per section	\$11
Failed Exam: Written Retake	Non-refundable	Per section	\$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	\$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	\$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	\$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	\$95

# Master of Acupuncture with Chinese Herbal Medicine Specialization (MSAcCHM) Tuition and Fees

Master of Acupuncture with Chinese Herbal Medicine specialization (MSAcCHM)	Amount
Total Tuition	\$81,228.75
Total Required Program Fees	\$7,218
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$88,446.75

Total tuition amount does not include CALE

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	900	\$20.65	\$18,585.00
Didactic Hours	See Refund Policy	2,077.5	\$25.70	\$53,391.75
Lab Hours	See Refund Policy	360	\$25.70	\$9,252.00
			Total Tuition:	\$81,228.75

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (11)	\$40	\$440
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$4,900
CALE Exam Prep Course	Non-refundable	One time	\$362	\$362
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	\$70	\$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	\$10	\$110
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (11)	\$30	\$330
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$7,218



Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Fees to Transfer Credits	n/a	n/a	n/a
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$25.85
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
Tutoring	n/a	n/a	n/a

Specially Scheduled Exam: Written

#### **Refund Status Amount Comprehensive Exam Fees** Frequency Failed Exam: Practice Retake Non-refundable \$11 Per section \$6 Failed Exam: Written Retake Non-refundable Per section Specially Scheduled Exam Retake: Practical Non-refundable Contingent \$100 Specially Scheduled Exam Retake: Written Non-refundable Contingent \$60 Specially Scheduled Exam: Practical Non-refundable Contingent \$150 Non-refundable

Contingent

\$95

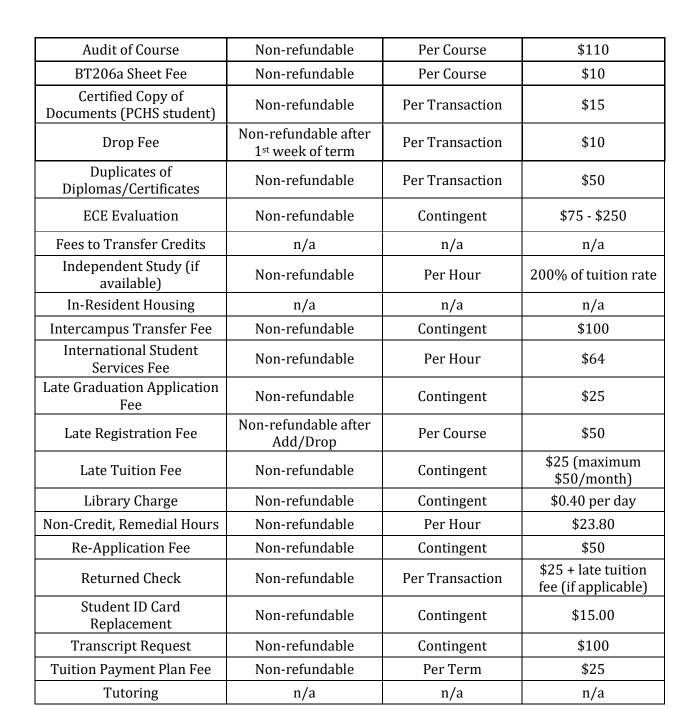
## **Associate of Applied Science Holistic Health Science (AAS HHS) Tuition and Fees**

Associate of Applied Science Holistic Health Science (AAS HHS)	Amount
Total Tuition	\$29,224.50
Total Required Program Fees	\$2,035
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$31,259.50

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	120	\$20.10	\$2,412.00
Didactic Hours	See Refund Policy	585	\$25.00	\$14,625.00
Lab Hours	See Refund Policy	487.5	\$25.00	\$12,187.50
			Total Tuition:	\$29,224.50

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (5)	\$40	\$200
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$1,350
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
General Biology Class	Non-refundable	One time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (5)	\$20	\$100
Student Council Fee	Non-refundable after Add/Drop	Per Term (5)	\$10	\$50
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (5)	\$30	\$150
Additional class supplies ma may be purc	Total Required Fees:	\$2,035.00		

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition



## Certificate in Massage Therapy/Asian Bodywork (CMT/AB) Tuition and Fees

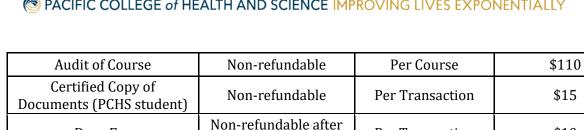
Certificate in Massage Therapy/Asian Bodywork (CMT/AB)	Amount
Total Tuition	\$17,143.50
Total Required Program Fees	\$1,275
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$18,418.50

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	60	\$20.10	\$1,206.00
Didactic Hours	See Refund Policy	382.5	\$25.00	\$9,562.50
Lab Hours	See Refund Policy	255	\$25.00	\$6,375.00
			Total Tuition:	\$17,143.50

The hours may vary depending on electives

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (3)	\$40	\$120
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$790
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
General Biology Class	Non-refundable	One time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (3)	\$20	\$60
Student Council Fee	Non-refundable after Add/Drop	Per Term (3)	\$10	\$30
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (3)	\$30	\$90
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$1,275

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition



1st week of term

Non-refundable

Non-refundable

n/a

Non-refundable

n/a

Non-refundable

Non-refundable

Non-refundable

Non-refundable after

Add/Drop

Non-refundable

Non-refundable

Non-refundable

Non-refundable

Non-refundable

Non-refundable

Non-refundable

Non-refundable

n/a

Per Transaction

Per Transaction

Contingent

n/a

Per Hour

n/a

Contingent

Per Hour

Contingent

Per Course

Contingent

Contingent

Per Hour

Contingent

Per Transaction

Contingent

Contingent

Per Term

n/a

\$10

\$50

\$75 - \$250

n/a

200% of tuition rate

n/a

\$100

\$64

\$25

\$50

\$25 (maximum

\$50/month)

\$0.40 per day \$23.80

\$50 \$25 + late tuition

fee (if applicable)

\$15.00

\$100 \$25

n/a

Drop Fee

**Duplicates** of

Diplomas/Certificates **ECE** Evaluation

Fees to Transfer Credits

Independent Study (if

available) **In-Resident Housing** 

Intercampus Transfer Fee

International Student

Services Fee Late Graduation Application

Fee

Late Registration Fee

Late Tuition Fee

Library Charge

Non-Credit, Remedial Hours

Re-Application Fee

Returned Check

Student ID Card

Replacement

**Transcript Request** 

Tuition Payment Plan Fee

**Tutoring** 



**NEW YORK CAMPUS** 

## Bachelor of Professional Studies/Master of Science in Acupuncture with Chinese Herbal Medicine Specialization (BPS/MSAcCHM) Tuition and Fees

Bachelor of Professional Studies/Master of Acupuncture with Chinese Herbal Medicine specialization (BPS/MSAcCHM)	Amount
Total Tuition	\$110,169.00
Total Required Program Fees	\$4,206.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$114,375.00

Total tuition amount does not include CALE

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	900	\$28.25	\$25,425.00
Didactic Hours	See Refund Policy	2,047.5	\$35.20	\$72,072.00
Lab Hours	See Refund Policy	360	\$35.20	\$12,672.00
			Total Tuition:	\$110,169.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (11)	\$40	\$440
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,250
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	\$70	\$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	\$10	\$110
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (11)	\$30	\$330
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$4,206

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1 <sup>st</sup> week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Independent Study (if available)	Non-refundable	Per Hour	\$66.40
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$33.20
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25

Comprehensive Exam Fees	Refund Status	Frequency	Amount
Failed Exam: Practice Retake	Non-refundable	Per section	\$11
Failed Exam: Written Retake	Non-refundable	Per section	\$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	\$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	\$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	\$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	\$95

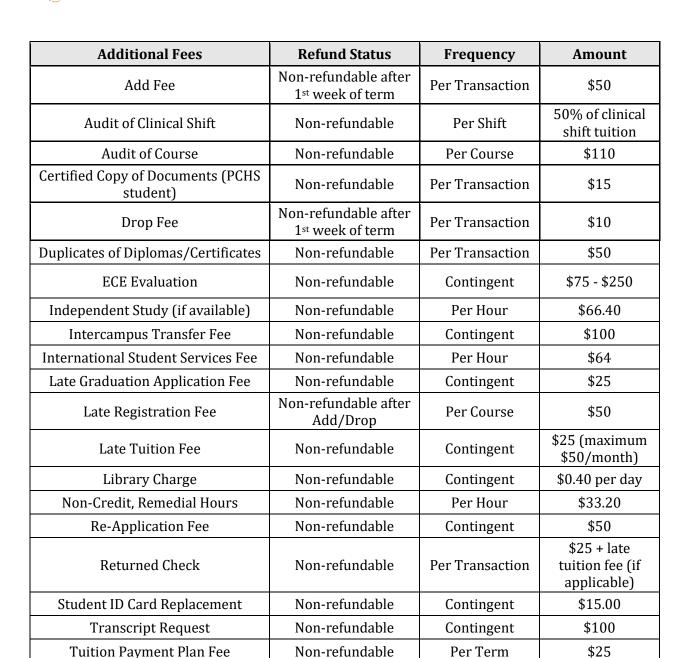
# Bachelor of Professional Studies/Master of Science in Acupuncture (BPS/MSAc) Tuition and Fees

Bachelor of Professional Studies/Master of Acupuncture (BPS/MSAc)	Amount
Total Tuition	\$83,589.00
Total Required Program Fees	\$3,906
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$87,495.00

Total tuition amount does not include CALE

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	660	\$28.25	\$18,645.00
Didactic Hours	See Refund Policy	1,500	\$35.20	\$52,800.00
Lab Hours	See Refund Policy	345	\$35.20	\$12,144.00
			Total Tuition:	\$83,589.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (9)	\$40	\$360
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,250
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	\$70	\$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	\$10	\$90
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (9)	\$30	\$270
Additional class supplies may be pure	Total Required Fees:	\$3,906		



Comprehensive Exam Fees	Refund Status	Frequency	Amount
Failed Exam: Practice Retake	Non-refundable	Per section	\$11
Failed Exam: Written Retake	Non-refundable	Per section	\$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	\$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	\$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	\$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	\$95

## Certificate in Chinese Herbal Medicine (CCHM) Tuition and Fees

Certificate in Chinese Herbal Medicine (CCHM)	Amount
Total Tuition	\$25,566
Total Required Program Fees	\$2,114
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$27,680.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	120	\$28.25	\$3,390.00
Didactic Hours	See Refund Policy	450	\$35.20	\$15,840.00
Lab Hours	See Refund Policy	180	\$35.20	\$6,336.00
			Total Tuition:	\$25,566.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (6)	\$40	\$240
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$1,093
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (6)	\$70	\$420
Student Council Fee	Non-refundable after Add/Drop	Per Term (6)	\$10	\$60
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (6)	\$30	\$180
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$2,114

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110

Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
Independent Study (if available)	Non-refundable	Per Hour	\$66.40
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$33.20
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25

Comprehensive Exam Fees	Refund Status	Frequency	Amount
Failed Exam: Practice Retake	Non-refundable	Per section	\$11
Failed Exam: Written Retake	Non-refundable	Per section	\$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	\$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	\$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	\$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	\$95

# Associate of Occupational Studies Massage Therapies (AOS MT) Tuition and Fees

Associate of Occupational Studies Massage Therapies (AOS MT)	Amount
Total Tuition	\$41,614.50
Total Required Program Fees	\$2,035
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$43,649.50

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	90	\$28.25	\$2,542.50
Didactic Hours	See Refund Policy	742.5	\$35.20	\$26,136.00
Lab Hours	See Refund Policy	367.5	\$35.20	\$12,936.00
			Total Tuition:	\$41,614.50

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (5)	\$40	\$200
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$1,350
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (5)	\$20	\$100
Student Council Fee	Non-refundable after Add/Drop	Per Term (5)	\$10	\$50
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (5)	\$30	\$150
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$2,035

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term Per Transaction		\$50
Audit of Course	Audit of Course Non-refundable		\$110
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10



## **Bachelor of Science in Nursing (Prelicensure Option) Tuition and Fees**

Bachelor of Science in Nursing (Prelicensure Option)	Amount
Total Tuition	\$124,620
Total Required Program Fees	\$10,685
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$135,305.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Nursing Units	See Refund Policy	124	\$1,005	\$124,620.00
			Total Tuition:	\$124,620.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (8)	\$40	\$320
Application Fee	Non-refundable	One Time	\$50	\$50
Background Check and Fingerprints	Non-refundable	One Time	\$180	\$180
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,200
CPR	Non-refundable	Onte Time	Approx. \$100	\$100
Drug Screening	Non-refundable	One Time	\$50	\$50
Lab Kit	Non-refundable	One Time	\$150	\$150
Malpractice Insurance	Non-refundable after Add/Drop	Per Year (2)	\$70	\$140
Student Council Fee	Non-refundable after Add/Drop	Per Term (8)	\$10	\$80
Student ID	Non-refundable	One Time	\$15	\$15
Technology & Resources Fee	Non-refundable	Per Term (8)	\$900	\$7,200
Test of Essential Academic Skills (TEAS)	Non-refundable	One Time	\$50	\$50
Uniforms/Scrubs	Non-refundable	One Time	\$150	\$150
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$10,685



Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$33.20
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25



# **Doctor of Acupuncture with Chinese Herbal Medicine Specialization (DAcCHM) Tuition and Fees**

Doctor of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM)	Amount
Total Tuition	\$90,004.88
Total Required Program Fees	\$4,261.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$94,265.88

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	960	\$21.85	\$20,976.00
Didactic Hours	See Refund Policy	2,197.5	\$27.15	\$59,662.13
Lab Hours	See Refund Policy	345	\$27.15	\$9,366.75
			Total Tuition:	\$90,004.88

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (11)	\$40	\$440
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,250
Clinic Supply Fee*	Non-refundable	Per Term (11)	\$5	\$55
CPR	Non-refundable	One Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	\$70	\$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	\$10	\$110
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee Non-refundable Per Term (		Per Term (11)	\$30	\$330
Additional class supplies may may be pure	Total Required Fees:	\$4,261		

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1 <sup>st</sup> week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	\$35
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
UPass	Non-refundable	Contingent	\$135
UPass Replacement	Non-refundable	Contingent	\$50

Comprehensive Exam Fees	Refund Status	Frequency	Amount
Failed Exam: Practice Retake	Non-refundable	Per section	\$11
Failed Exam: Written Retake	Non-refundable	Per section	\$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	\$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	\$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	\$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	\$95

## **Doctor of Acupuncture (DAc) Tuition and Fees**

Doctor of Acupuncture (DAc)	Amount
Total Tuition	\$72,339.75
Total Required Program Fees	\$4,106
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$76,445.75

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	720	\$21.85	\$15,732.00
Didactic Hours	See Refund Policy	1,695	\$27.15	\$46,019.25
Lab Hours	See Refund Policy	390	\$27.15	\$10,588.50
			Total Tuition:	\$72,339.75

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (9)	\$40	\$360
Application Fee	Non-refundable	One Time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,450
CPR	Non-refundable	One Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	\$70	\$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	\$10	\$90
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee Non-refundable Per Te		Per Term (9)	\$30	\$270
Additional class supplies may may be pure	Total Required Fees:	\$4,106		



Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1 <sup>st</sup> week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	\$35
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
UPass	Non-refundable	Contingent	\$135
UPass Replacement	Non-refundable	Contingent	\$50

Specially Scheduled Exam: Written

#### **Refund Status Amount Comprehensive Exam Fees** Frequency Failed Exam: Practice Retake Non-refundable \$11 Per section \$6 Failed Exam: Written Retake Non-refundable Per section Specially Scheduled Exam Retake: Practical Non-refundable Contingent \$100 Specially Scheduled Exam Retake: Written Non-refundable Contingent \$60 Specially Scheduled Exam: Practical Non-refundable Contingent \$150

Non-refundable

Contingent

\$95

# Master of Acupuncture with Chinese Herbal Medicine Specialization (MSAcCHM) Tuition and Fees

Master of Acupuncture with Chinese Herbal Medicine specialization (MSAcCHM)	Amount
Total Tuition	\$85,028.63
Total Required Program Fees	\$4,206.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$89,234.63

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	900	\$21.85	\$19,665.00
Didactic Hours	See Refund Policy	2,047.5	\$27.15	\$55,589.63
Lab Hours	See Refund Policy	360	\$27.15	\$9,774.00
			Total Tuition:	\$85,028.63

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (11)	\$40	\$440
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,250
CPR	Non-refundable	One Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (11)	\$70	\$770
Student Council Fee	Non-refundable after Add/Drop	Per Term (11)	\$10	\$110
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Technology Fee Non-refundable Per Term (11)		\$30	\$330
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$4,206



Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1 <sup>st</sup> week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	\$35
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
UPass	Non-refundable	Contingent	\$135
UPass Replacement	Non-refundable	Contingent	\$50

Specially Scheduled Exam: Written

#### **Refund Status Amount Comprehensive Exam Fees** Frequency Failed Exam: Practice Retake Non-refundable \$11 Per section \$6 Failed Exam: Written Retake Non-refundable Per section Specially Scheduled Exam Retake: Practical Non-refundable Contingent \$100 Specially Scheduled Exam Retake: Written Non-refundable Contingent \$60 Specially Scheduled Exam: Practical Non-refundable Contingent \$150

Non-refundable

Contingent

\$95

## Master of Acupuncture (MSAc) Tuition and Fees

Master of Acupuncture (MSAc)	Amount
Total Tuition	\$64,512.75
Total Required Program Fees	\$3,906.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$68,418.75

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	660	\$21.85	\$14,421.00
Didactic Hours	See Refund Policy	1,500	\$27.15	\$40,725.00
Lab Hours	See Refund Policy	345	\$27.15	\$9,366.75
			Total Tuition:	\$64,512.75

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (9)	\$40	\$360
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,250
CPR	Non-refundable	One Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
General Biology Class	Non-refundable	One Time	\$20	\$20
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (9)	\$70	\$630
Student Council Fee	Non-refundable after Add/Drop	Per Term (9)	\$10	\$90
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Technology Fee Non-refundable Per Term (9)		\$30	\$270
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$3,906



Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1 <sup>st</sup> week of term	Per Transaction	\$50
Audit of Clinical Shift	Non-refundable	Per Shift	50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Personal Protective Equipment	Non-refundable	Per Shift	\$35
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
UPass	Non-refundable	Contingent	\$135
UPass Replacement	Non-refundable	Contingent	\$50

Specially Scheduled Exam: Written

#### **Refund Status Amount Comprehensive Exam Fees** Frequency Failed Exam: Practice Retake Non-refundable \$11 Per section \$6 Failed Exam: Written Retake Non-refundable Per section Specially Scheduled Exam Retake: Practical Non-refundable Contingent \$100 Specially Scheduled Exam Retake: Written Non-refundable Contingent \$60 Specially Scheduled Exam: Practical Non-refundable Contingent \$150

Non-refundable

Contingent

\$95

## Certificate in Chinese Herbal Medicine (CCHM) Tuition and Fees

Certificate in Chinese Herbal Medicine (CCHM)	Amount
Total Tuition	\$19,408.50
Total Required Program Fees	\$2,214.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$21,622.50

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Clinical Hours	See Refund Policy	180	\$21.85	\$3,933.00
Didactic Hours	See Refund Policy	450	\$27.15	\$12,217.50
Lab Hours	See Refund Policy	120	\$27.15	\$3,258.00
			Total Tuition:	\$19,408.50

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (6)	\$40	\$240
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$1,093
CPR	Non-refundable	One Time	Approx. \$100	\$100
First Time Fee for Comprehensive Exams	Non-refundable once exam is taken	One Time	\$56	\$56
Malpractice Insurance	Non-refundable after Add/Drop	Per Term (6)	\$70	\$420
Student Council Fee	Non-refundable after Add/Drop	Per Term (6)	\$10	\$60
Student ID	Non-refundable	One Time	\$15	\$15
Technology Fee	Non-refundable	Per Term (6)	\$30	\$180
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$2,214

Additional Fees	Additional Fees Refund Status Frequency		Amount
Add Fee	Non-refundable after 1 <sup>st</sup> week of term	I Per Transaction I	
Audit of Clinical Shift	of Clinical Shift Non-refundable		50% of clinical shift tuition
Audit of Course	Non-refundable	Per Course	\$110

Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250
Independent Study (if available)	Non-refundable	Per Hour	200% of tuition rate
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$25.85
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Student ID Card Replacement	Non-refundable	Contingent	\$15.00
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
UPass	Non-refundable	Contingent	\$135
UPass Replacement	Non-refundable	Contingent	\$50

Comprehensive Exam Fees	Refund Status	Frequency	Amount
Failed Exam: Practice Retake	Non-refundable	Per section	\$11
Failed Exam: Written Retake	Non-refundable	Per section	\$6
Specially Scheduled Exam Retake: Practical	Non-refundable	Contingent	\$100
Specially Scheduled Exam Retake: Written	Non-refundable	Contingent	\$60
Specially Scheduled Exam: Practical	Non-refundable	Contingent	\$150
Specially Scheduled Exam: Written	Non-refundable	Contingent	\$95



#### **ONLINE PROGRAMS**

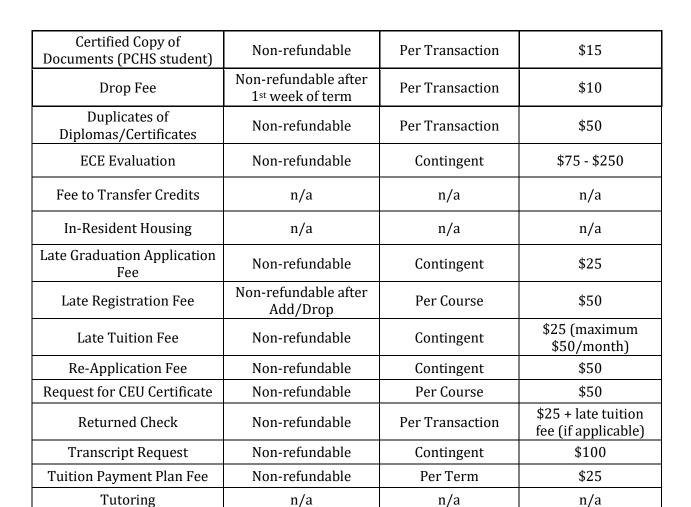
#### **Transitional-Doctor of Acupuncture with Chinese Herbal Medicine** Specialization (T-DAcCHM) and Transitional-Doctor of Acupuncture (T-DAc) **Tuition and Fees**

Transitional-Doctor of Acupuncture with Chinese Herbal Medicine specialization (T-DAcCHM) and Transitional-Doctor of Acupuncture (T-DAc)	Amount
Total Tuition	\$10,978.00
Total Required Program Fees	\$795.00
Total Additional Fees	Contingent
Total Comprehensive Exam Fees	Contingent
Estimated Total Charges for Program:	\$11,773.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Didactic Hours	See Refund Policy	22	\$499	\$10,978.00
			Total Tuition:	\$10,978.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (2)	\$40	\$80
Application Fee	Non-refundable	One time	\$100	\$100
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$250
Foundations of Evidence- Informed Practice Class	Non-refundable	One Time	\$65	\$65
Technology Fee	Non-refundable	Per Term (2)	\$150	\$300
*Additional class supplies may be pure	by be required by the fact chased in the bookstore.	I I OTAL REGILITED FEES:		\$795

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Course	Non-refundable	Per Course	\$10
CA500	Non-refundable	Per Course	\$160
CA501	Non-refundable	Per Course	\$160
CA502	Non-refundable	Per Course	\$295



# **Facial Applications for Cosmetic Enhancement (FACE) Certificate Tuition and Fees**

Facial Applications for Cosmetic Enhancement (FACE) Certificate	Amount
Total Tuition	\$5,950.00
Total Required Program Fees	\$420.00
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$6,370.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Didactic Hours	See Refund Policy	6.5	\$700	\$4,550.00
Lab Hours	See Refund Policy	2	\$700	\$1,400.00
			Total Tuition:	\$5,950.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (2)	\$40	\$80
Application Fee	Non-refundable	One time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	n/a
Malpractice Insurance	Non-refundable	Per Term (2)	\$70	\$140
Technology Fee	Non-refundable	Per Term (1)	\$150	\$150
	be required by the faculty member and hased in the bookstore.		Total Required Fees:	\$420

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Assessment Fee for Transfer of Credits	n/a	n/a	n/a
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
ECE Evaluation	Non-refundable	Contingent	\$75 - \$250

Fee to Transfer Credits	n/a	n/a	n/a
In-Resident Housing	n/a	n/a	n/a
Intercampus Transfer Fee	Non-refundable	Contingent	\$100
International Student Services Fee	Non-refundable	Per Hour	\$64
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Library Charge	Non-refundable	Contingent	\$0.40 per day
Re-Application Fee	Non-refundable	Contingent	\$50
Request for CEU Certificate	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
Tutoring	n/a	n/a	n/a

# Master of Science in Nursing (MSN): Holistic Nurse Coach or Holistic Nurse Educator Tuition and Fees

Master of Science in Nursing (MSN)	Amount
Total Tuition	\$23,120.00
Total Required Program Fees	\$5,990.00
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$29,110.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Nursing Units	See Refund Policy	40	\$578	\$23,120
			Total Tuition:	\$23,120.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (7)	\$40	\$280
Application Fee	Non-refundable	One Time	\$50	\$50
Background Check/Fingerprints	Non-refundable	One Time	\$180	\$180
Drug Screen NR603	Non-refundable	One Time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$1,200
Clinical Resource Fee NC630	Non-refundable	One Time	\$1,500	\$1,500
Clinical Resource Fee NC635	Non-refundable	One Time	\$1,500	\$1,500
Technology Fee	Non-refundable	Per Term (7)	\$30	\$1,050
*Additional class supplies ma may be purc	Total Required Fees:	\$5,810		

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50

Non-refundable

Non-refundable

Non-refundable

Non-refundable

Re-Application Fee

Returned Check

**Transcript Request** 

Tuition Payment Plan Fee

# Late Graduation Application<br/>FeeNon-refundableContingent\$25Late Registration FeeNon-refundable after<br/>Add/DropPer Course\$50Late Tuition FeeNon-refundableContingent\$25 (maximum \$50/month)

Contingent

Per Transaction

Contingent

Per Term

\$50 \$25 + late tuition

fee (if applicable)

\$100

\$25

# **Bachelor of Science in Nursing (RN-to-BSN Completion Option) Tuition and Fees**

Bachelor of Science in Nursing (RN-to-BSN Completion Option)	Amount
Total Tuition	\$26,964.00
Total Required Program Fees	\$4,600.00
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$31,564.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Nursing Units	See Refund Policy	30	\$483	\$14,490
Non-Nursing Didactic Hours	See Refund Policy	360	\$34.65	\$12,474
	Total Tuition:	\$26,964.00		

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (8)	\$40	\$320
Application Fee	Non-refundable	One Time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$2,900
Background Check/Fingerprints NR404	Non-refundable	One Time	\$180	\$80
Drug Screen NR404	Non-refundable	One Time	\$50	\$50
Technology Fee	Non-refundable	Per Term (8)	\$150	\$1,200
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$4,600

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
Late Graduation Application Fee	Non-refundable	Contingent	\$25



Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$33.20
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25

## **Holistic Nursing Certificate (HNC) Tuition and Fees**

Holistic Nursing Certificate (HNC)	Amount
Total Tuition	\$5,796.00
Total Required Program Fees	\$881.00
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$6,677.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Nursing Units	See Refund Policy	12	\$483	\$5,796
			Total Tuition:	\$5,796.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (2)	\$40	\$80
Application Fee	Non-refundable	One Time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$221
Background Chack/Fingerprints CL520	Non-refundable	One Time	\$180	\$180
Drug Screen CL520	Non-refundable	One Time	\$50	\$50
Technology Fee	Non-refundable	Per Term (2)	\$150	\$300
*Additional class supplies may be pure	Total Required Fees:	\$881		

Additional Fees	Refund Status	Frequency	Amount
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50
Audit of Course	Non-refundable	Per Course	\$110
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50
Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50



Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Non-Credit, Remedial Hours	Non-refundable	Per Hour	\$33.20
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25

## **Medical Cannabis Certificate (MCC) Tuition and Fees**

Medical Cannabis Certificate (MCC)	Amount
Total Tuition	\$3,824.00
Total Required Program Fees	\$945.00
Total Additional Fees	Contingent
Estimated Total Charges for Program:	\$4,769.00

Tuition	Refund Status	Frequency (Per Hour)	Amount	Total
Didactic Units	See Refund Policy	8	\$478	\$3,824.00
			Total Tuition:	\$3,824.00

Required Program Fees	Refund Status	Frequency	Amount	Total
Administrative Fee	Non-refundable	Per Term (2)	\$40	\$80
Application Fee	Non-refundable	One Time	\$50	\$50
Books	See Refund Policy	Total Program	Varies by Text/Book - approx.	\$300
Radicle Health Online Material	Non-refundable	One Time	\$215	\$215
Technology Fee	Non-refundable	Per Term (2)	\$150	\$300
Additional class supplies may be required by the faculty member and may be purchased in the bookstore.			Total Required Fees:	\$945

Additional Fees	Refund Status	Frequency	Amount	
Add Fee	Non-refundable after 1st week of term	Per Transaction	\$50	
Assessment Fee for Transfer Credits	n/a	n/a	n/a	
Audit of Course	Non-refundable	Per Course	\$110	
Certified Copy of Documents (PCHS student)	Non-refundable	Per Transaction	\$15	
Drop Fee	Non-refundable after 1st week of term	Per Transaction	\$10	
Duplicates of Diplomas/Certificates	Non-refundable	Per Transaction	\$50	
Fees to Transfer Credits	n/a	n/a	n/a	
In-Resident Housing	n/a	n/a	n/a	

Late Graduation Application Fee	Non-refundable	Contingent	\$25
Late Registration Fee	Non-refundable after Add/Drop	Per Course	\$50
Late Tuition Fee	Non-refundable	Contingent	\$25 (maximum \$50/month)
Re-Application Fee	Non-refundable	Contingent	\$50
Returned Check	Non-refundable	Per Transaction	\$25 + late tuition fee (if applicable)
Transcript Request	Non-refundable	Contingent	\$100
Tuition Payment Plan Fee	Non-refundable	Per Term	\$25
Tutoring	n/a	n/a	n/a



Online Programs	
T-DAc/T-DAcCHM	see section: Tuition and Fees>Online Programs
MSHHP	see section: Tuition and Fees>Online Programs
FACE Certificate	see section: Tuition and Fees>Online Programs

On-Ground Programs (Chicago)	
DAcCHM	see section: Tuition and Fees>Chicago Campus
DAc	see section: Tuition and Fees>Chicago Campus
MSAcCHM	see section: Tuition and Fees>Chicago Campus
MSAc	see section: Tuition and Fees>Chicago Campus
ССНМ	see section: Tuition and Fees>Chicago Campus

## ARTS AND SCIENCES (GENERAL EDUCATION) COURSES

The Arts and Sciences program oversees the general education requirements of undergraduate program. General Education courses equip students to navigate the complexities of the human experience, contribute meaningfully to their professions, and engage others responsibly in a dynamic and interconnected world.

#### Arts and Sciences (General Education) Courses and Course Descriptions

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED	PREREQ	
CODE	COURSE	UNITS	HRS	PREREQ	CONCUR
BIO101	General Biology	2.5	45.0	None	None
BIO105	Foundations of Biology	3.0	45.0	None	None
BIO110	Human Anatomy and Physiology I	3.0	45.0	BIO105, CHEM105	BIO110L
BIO110L	Human Anatomy and Physiology I Lab	1.0	30.0		BIO110
BIO210	Human Anatomy and Physiology II	3.0	45.0	BIO110	BIO210L
BIO210L	Human Anatomy and Physiology II Lab	1.0	30.0	BIO110L	BIO210
BIO300	Pathophysiology	3.0	45.0	BIO210, BIO210L, BIO315, BIO315L	None
BIO315	Microbiology	3.0	45.0	BIO105	BIO315L
BIO315L	Microbiology Lab	1.0	30.0	None	BIO315
BIO400	Psychoneuroimmunology	3.0	45.0	None	None
CHEM101	General Chemistry	3.0	45.0	None	None
CHEM105	Foundations of Chemistry	3.0	45.0	None	None
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None	None
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None	None
ENG101	English Composition I	3.0	45.0	None	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	None
HUM100	Introduction to Humanities	3.0	45.0	None	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None	None
MA102	College Algebra	3.0	45.0	None	None

MA320	Statistical Reasoning	3.0	45.0	None	None
NUT208	Nutrition	3.0	45.0	None	None
PSY101	General Psychology	3.0	45.0	None	None
PSY201	Lifespan Development	3.0	45.0	None	None
SOC101	Introduction to Sociology	3.0	45.0	None	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None	None
SOC400	Sociology of Health and Illness	3.0	45.0	None	None
TTS101	Technology Training for Online Students	0.0		None	None
WS202	Medical Terminology	1.5	22.5	None	None
WS204	Biological Aspects of Physics	2.5	37.5	None	None
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None
WS208	Integrative Nutrition	3.0	45.0	None	None
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS521.L1
WS521.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None

**BIO101** General Biology

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago, Online

The goal of the biology course is to familiarize the student with the basic biological processes common to all forms of life on our planet and help the student understand the biological basis of anatomy, physiology, and nutrition. The course will focus on two important areas: 1) the fundamentals of biological structures (cell chemistry and structure), and the processes that maintain cellular integrity (basic principles of metabolism, including respiration and photosynthesis); and 2) the diversity of life forms and their organization, with units focusing on plants. A laboratory component of the course may solidify the academic material with some hands-on experience relating to the lecture topics.

#### **BIO105** Foundations of Biology

**Units:** 3 didactic

**Hours:** 45 academic

#### PACIFIC COLLEGE of HEALTH AND SCIENCE IMPROVING LIVES EXPONENTIALLY

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This is a foundational course designed to introduce the essential concepts of biology, including the structure and function of cells, energy and metabolism, genetics, population ecology, evolution, diversity, and plant and animal physiology. Students will build a strong foundation in biological knowledge, emphasizing the process of scientific inquiry and the role of biology in understanding the natural world. This course provides the knowledge base necessary for informed decision-making about biological issues in society.

BIO110 Human Anatomy and Physiology I

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO105, CHEM105 **Concurrent:** BIO110L

**Location:** Online

This course explores the structure and function of the human body. It is the first of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO110L Human Anatomy and Physiology I Lab

**Units:** 1 lab

**Hours:** 30 academic

Prerequisite: None Concurrent: WS110

**Location:** New York

This is the laboratory course to apply the knowledge learned in BIO110 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems, and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO210 Human Anatomy and Physiology II

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: BIO110 Concurrent: BIO210L

**Location:** Online

This course explores the structure and function of the human body. It is the second of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ

system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO210L Human Anatomy and Physiology II Lab

Units: 1 lab

**Hours:** 30 academic

Prerequisite: BIO110L Concurrent: BIO210

**Location:** New York

This is the laboratory course to apply the knowledge learned in BIO210 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems, and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO300 Pathophysiology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: BIO210, BIO210L, BIO315, BIO315L Concurrent: None

**Location:** Online

Pathophysiology builds on previous information learned in human anatomy and physiology. This course presents changes in normal physiology that lead to disease. Diagnostic tests including, but not limited to, laboratory testing will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

BIO315 Microbiology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO105 **Concurrent:** BIO315L

**Location:** Online

This course introduces the concepts of microbiology with an emphasis on its role in health and healthcare. This course focuses on the nature of microbial organisms and offers a comprehensive survey of infectious diseases of humans, with major emphasis on the biology of the infectious process. Important infectious pathogenic agents (bacteria, viruses, protozoa) are studied in terms of their physiological functions and the properties which permit them to be pathogens. The epidemiology and pathogenesis of infections, analysis of the dynamic interactions between invading organisms and the defense mechanisms of the invaded hosts, clinical pictures of the disease states, and prevention of infection are explored

BIO315L Microbiology Lab

Units: 1 lab

**Hours:** 30 academic

**Prerequisite:** None **Concurrent:** BIO315

**Location:** New York

This is the laboratory course to apply the knowledge learned in BIO215 Microbiology. The assignments will involve applying fundamental techniques of identifying, cultivating, and containing microorganisms.

BIO400 Psychoneuroimmunology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

#### CHEM101 General Chemistry

**Units:** 3.0 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course is a one-semester survey covering many of the topics in a one-year general chemistry sequence, but at an introductory level and without a lab component. Topics covered include: atomic structure; ionic and molecular compounds; the stoichiometry of chemical reactions; gases, liquids, and solids; chemical equilibrium; and the basic mathematics required for chemical calculations. For students pursuing graduate study, the material in this course provides a strong scientific foundation for future coursework in biochemistry, human physiology, human nutrition and pharmacology.

#### **CHEM105** Foundations of Chemistry

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This is a foundational course for undergraduate students, providing a comprehensive overview of essential chemical principles. This course is designed to build a strong foundation in chemistry, with a focus on its relevance to the natural world and everyday life. Key topics covered include inorganic and organic chemistry, atomic structure, chemical bonding, stoichiometry, states of matter, and thermochemistry. The course serves as an essential building block for comprehending the role of chemistry in our world and enables informed decision-making on chemical-related societal issues.

**COM102** Therapeutic Communication in Healthcare

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course emphasizes professional communication skills essential for healthcare providers in the provision of safe quality care. Caring language used in all verbal, non-verbal, and written communication supports authentic human connection and caring-healing environments. Students will learn, in this highly interactive course, how to develop therapeutic communication and relationship skills based on a Relationship-Centered Care approach and the four therapeutic practices of presence/attuning, wondering, following, and holding. Consistent caring-healing communication and these four core competencies ensure healthy interprofessional team relationships and improved patient care outcomes with diverse populations across the life span.

#### COM202 Communication in the Digital World/Healthcare Technology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course focuses on the field of health communication in the digital world and the practical applications of informatics. Students will examine technology's role in the delivery, management and analysis of healthcare and learn theories of interprofessional and mass communication related to topics like cybersecurity and HIPAA compliance. Students will be given the tools to practice clear, purposeful, caring, and compassionate communication across different platforms to improve provider-patient interactions and interdisciplinary team communication.

**ENG101** English Composition I

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized, grammatical, and effective writing.

**ENG201** Writing for Healthcare Professionals

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: ENG101 Concurrent: None

**Location:** Online

This course is designed to introduce students to the scientific and information literacy used daily in healthcare professions. This writing course focuses on necessary mechanics and writing skills, and students will learn how to interpret and discuss scientific and academic articles and resources. There will be an emphasis on the use of APA format, finding/using educational and library resources, and analytical thinking in practical applications for writing a scholarly paper. There will be multiple opportunities for revision; prior knowledge of medical terminology is beneficial.

#### **HUM100** Introduction to Humanities

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course emphasizes how the humanities illuminate the essence of our cultures, values, and perceptions of the human condition. Through this exploration, students will gain a deeper understanding of the humanities' vital role in shaping individual and collective experiences across time and place. By the end of this course, students will develop a richer appreciation for the diverse expressions of human thought and creativity and an enhanced understanding of how the humanities critically inform and enrich our approach to holistic health and the sciences.

**HUM400** Global Philosophy: Eastern and Western Traditions

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Global Philosophy: Eastern and Western Traditions examines the fundamental questions, methodologies, and contributions of both Eastern and Western philosophical traditions. Through a comparative and integrative approach, students will delve into the essence of human thought across both Eastern and Western traditions to examine how these diverse philosophies address the nature of reality, knowledge, morality, and well-being.

MA102 College Algebra

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course provides a working knowledge of college-level algebra and its applications. Emphasis is on solving linear and quadratic equations, word problems, and polynomial, rational and radical equations and applications. Students perform operations on real numbers and polynomials, and simplify algebraic, rational, and radical expressions. Arithmetic and geometric sequences are examined, and linear equations and inequalities are discussed. Students learn to graph linear, quadratic, absolute value, and piecewise-defined functions, and solve and graph exponential and logarithmic equations. Other topics include solving applications using linear systems and evaluating and finding partial sums of a series.

MA320 Statistical Reasoning

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

The course is an introductory course designed to provide the essential concepts and methods for critically evaluating research literature. It covers key topics such as probability, random variables, multivariate distributions, the central limit theorem and statistical inference - providing the skills for effective data analysis. This course aims to cultivate students' research literacy, developing the skills to articulate and substantiate research concepts and laying the groundwork for evidence-based decision-making.

NUT208 Nutrition

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

Nutrition focuses on the integral role that nutrition plays in promoting health and preventing diseases,

exploring the intersection of nutrition with public health and medical therapy. Students will gain a deep understanding of how nutrition influences health outcomes and the design of effective nutrition services for diverse communities.

PSY101 General Psychology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This is a foundational course that provides students with a broad overview of psychological principles, theories, and research methodologies. The course will cover various topics, including human development, the biology of behavior, sensation, and perception, learning and memory, intelligence, personality, and psychological disorders. Students will think critically about psychological research and its application to everyday life. This course offers insights into the workings of the human mind and behavior, establishing a basis for a practical understanding of human interactions.

**PSY201** Lifespan Development

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course is a survey of human development from conception to end-of-life with emphasis on the physical, cognitive, emotional, social, and spiritual characteristics of individuals in Western cultures and beyond. Students will review the theories, stages and life cycles of human development and the internal and external relationships and connections that allow these elements to thrive.

**SOC101** Introduction to Sociology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course introduces the fundamental aspects of social structures, cultural dynamics, socialization processes, and the roles and norms that shape human interaction and society. Throughout the semester, students will develop a sociological perspective and an understanding of how individual lives are influenced by broader social and cultural contexts. This course lays the groundwork for informed engagement with social issues and prepares students to be responsible global citizens.

SOC201 Healthcare Policy, Social Justice and Ethics

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course focuses on the concepts of justice and ethics and their application to domestic policy related to health and healthcare. Students will discuss the competing ethical frameworks and theories of justice on topics like patient's rights, clinical practice and research, bioethics, equity in healthcare and professional moral codes. There will be a focus on how domestic health policies are developed, reformed, and implemented based on advocacy, allyship, local and federal governments, and resources. Students should gain a better understanding of their own perspective on the ethical and moral considerations of themselves, their patients, institutions, and the local and global community.

SOC400 Sociology of Health and Well-Being

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Sociology of Health and Well-being is an interdisciplinary course blending sociology, philosophy, and cultural analysis to explore the complex nature of well-being. By integrating philosophical perspectives with sociological research, the course examines the subjective and objective components of well-being to broaden students' understanding beyond conventional metrics of social health to include personal feelings of happiness and fulfillment. This comprehensive approach is designed to arm students with the critical thinking and analytical skills needed to engage in the broader discourse on health, happiness, and the societal factors that influence them.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS202 Medical Terminology

**Units:** 1.5 didactic

**Hours:** 22.5 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego, New York, Chicago

Medical terminology describes the anatomy, physiology, and pathology of the body in precise terms. This class increases the student's ability to access a broad range of medical literature and to communicate with healthcare professionals.

WS204 Biological Aspects of Physics

**Units:** 2.5 didactic

**Hours:** 37.5 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course presents the principles of mechanics, hydrodynamics, electricity, and thermodynamics applied to biology, with emphasis on their relationships in human physiology. Attention is called to the connection between biophysical phenomena and human health and medicine.

WS207 Survey of Biochemical Principles

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** BIO101, CHEM101 **Concurrent:** None

**Location:** San Diego, New York, Chicago, Online

The basic principles of biochemistry are introduced with their applications to physiological functions.

**WS208** Integrative Nutrition

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course explores the principles of improving the health of the population through improved nutrition. Students will explore the key role of health promotion and disease prevention through improved nutrition, how public policy is developed and implemented, and how to advocate for public health. Students will discover the role of federal agencies, learn how to assess, plan, and evaluate nutrition services for different types of communities, especially those at risk, and look at food scarcity and the future of nutrition in the Public Health sector.

WS521 Anatomy and Physiology 1

**Units:** 2.5 didactic

**Hours:** 37.5 academic

**Prerequisite:** None **Concurrent:** WS525.L1

**Location:** San Diego, New York, Chicago

Anatomy and Physiology 1 comprehensively presents the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course, in conjunction with its paired lab, WS525.L1 Anatomy and Physiology Lab 1, provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS525.L1 Anatomy and Physiology 1 Lab

Units: 1 lab

**Hours:** 30 academic

**Prerequisite:** None **Concurrent:** WS521

**Location:** San Diego, New York, Chicago

Anatomy and Physiology Lab 1 is the paired lab for WS521 Anatomy and Physiology 1. Students develop practical skills including palpation and identification of bony and muscular structures as well as major anatomical landmarks. Together, the two courses comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. These courses provide the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS515 Anatomy and Physiology 2

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO101, WS521, WS525.L1 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course covers the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body.



# **Acupuncture and Chinese Medicine**

Transitional-Doctor of Acupuncture (T-DAc) and Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)



#### **Educational Purpose**

From the earliest discussions of the entry-level or professional doctorate (PD), Pacific College of Health and Science believed that no master's graduate should be left behind. Each master's graduate deserves an opportunity to bridge the gap between their master's training and the new professional doctorate. Upon completion, they deserve degree parity with entry-level doctoral graduates, just like their colleagues in physical therapy, occupational therapy and other professions that have offered such pathways.

Pacific College of Health and Science is proud to be at the forefront of entry-level doctoral education for new students. And now with this transitional, doctorate completion program, it provides the same opportunity for the pioneers and experienced practitioners in the field. In this program, students will find an emphasis on advancing their knowledge and skills to work effectively in a variety of integrative healthcare systems. In so doing, they will expand the opportunities for themselves and future generations of acupuncturists by being an active part of the integrative healthcare movement. Most importantly, they will be expanding the primary care and wellness options of patients.

The T-DAc/T-DAcCHM is a post-professional, transitional, doctorate completion curriculum. The program enables graduates of master's programs of acupuncture and Chinese medicine to augment their knowledge, skills, and behaviors to a level consistent with the college's entry-level Doctorate of Acupuncture (DAc) and Doctorate of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM) standards. The program enables master's graduates to attain degree parity with licensed acupuncturists who hold the professional DAc or DAcCHM by filling in any gaps between their master's degree education and current professional DAc or DAcCHM degree education.

The transitional degrees have the same name as their corresponding entry-level degrees. "Transitional" or a "T" is placed in front of the degree title or initials to distinguish the post-professional from the professional degree only in this catalog and in various promotional materials and transcripts. Please note that the transitional doctorate program is referred to as a doctorate completion program in ACAHM standards.

#### **Program Learning Outcomes**

This curriculum was developed by doctoral educators, subject matter experts, and experienced distance education designers and is based on the 28 entry-level doctoral competencies identified by CCAOM and ACAHM. The online delivery method has been developed and refined over the last decade in the college's undergraduate degree programs and post-graduate DAcCHM. The curriculum has been vetted by Pacific College of Health and Science alumni since fall 2015. Nonetheless, education, particularly professional, graduate education is a dynamic endeavor. To maintain its value, it must maintain its relevance. Therefore, the continued development of this program will be a collaborative effort of each administrator, teacher, and student. We look forward to forging the future of medicine together.

The post-professional transitional doctorate curriculum comprises 22 units of coursework that develop the advanced competencies required of doctoral-level practitioners. The 28 competencies listed below were added to the acupuncture master's degrees to create the entry-level doctorates. It is important to note that these advanced competencies are the same for either degree. Therefore, the transitional curriculum is the same for both T-DAc and T-DAcCHM students. A student who enters the program with a master's degree or equivalent in acupuncture will earn a DAc. A student who enters with a master's degree or equivalent in Chinese medicine will earn a DAcCHM.

#### **Program Goals**

- 1. To provide advanced training to qualified practitioners of traditional Chinese medicine in the areas of patient care, system-based medicine, collaborative care, professional development, and evidence-informed practice.
- 2. To provide continuing education and post-graduate programs for graduates of the traditions of Chinese medicine.
- 3. To provide a supportive, educational environment conducive to personal growth and academic advancement.
- 4. To further the understanding of the profession of traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
- 5. To participate in state and national traditional Chinese medicine issues and convey the essence of professionalism to its students.
- 6. To engage in complementary and integrated healthcare research.
- 7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.

Graduates of Pacific College of Health and Science's T-DAc, T-DAcCHM, DAc and DAcCHM will be able to:

#### **Patient Care Domain**

- A. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.
- B. Explain the clinical indications, risks, and benefits for diagnostic procedures.

- C. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.
- D. Assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other healthcare providers.
- E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.
- F. Communicate effectively with other healthcare providers regarding the results of diagnostic studies.

#### **System-Based Medicine**

- A. Guide a patient into healthcare systems, e.g., homeless care, elder care, and family services.
- B. Identify, describe, and assess possible solutions to healthcare disparities due to socioeconomic factors.
- C. Describe the role of acupuncture professionals within current healthcare systems and the impact of that role on patient care.
- D. Employ patient care in the context of relevant healthcare systems.
- E. Differentiate between models of care and treatment modalities.

#### **Collaborative Care**

- A. Recognize the impact that organizational culture and established systems have on patient care.
- B. Interact appropriately and skillfully with other members of the healthcare team and within that healthcare system.
- C. Describe the prevailing and emerging organization, structure, and responsibilities of the healthcare team.
- D. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the healthcare team.
- E. Articulate the importance of supporting and participating in professional activities and organizations.
- F. Compare and contrast common medical models.

#### Formulating and Implementing Plans for Individual Professional Development

- A. Identify and remediate areas of professional weakness.
- B. Propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.
- C. Identify sources of ongoing professional development, education, and research, both classical and contemporary.
- D. Describe emerging technology systems for information access and management.
- E. Assess professional development needs and use available professional development resources to respond to changes in the local, state, regional, and national healthcare environment.

# Incorporating Scholarship, Research and Evidence-Based Medicine/Evidence-Informed Practice into Patient Care

- A. Describe evidence-based medicine and evidence-informed practice and differentiate between the two.
- B. Describe data collection methods to facilitate information dissemination in the field.
- C. Assess research, including hypothesis, design, and methods, both qualitative and quantitative.
- D. Describe the role and purposes of outcomes research.
- E. Modify treatment plans and protocols using new information from current quantitative and qualitative research.
- F. Use evidence-based medicine and/or evidence-informed practice to improve the patient care process

#### **Instructional Design**

Instructional design includes synchronous, online faculty presentations with an emphasis on case-based instruction complemented by small group discussions, online forum participation, individual projects and presentations, faculty mentorship, and integrative clinical observation. Classes occur in real-time and are interactive. Students and teachers can see and hear each other. The program is 100% online, involving no on-ground instruction. Classes may be offered seven days a week, typically between the hours of 9:00 a.m.-5:30 p.m., Pacific time. Schedules vary from term to term. A student must attend at least 75% of the course hours to satisfy course completion requirements.

The T-DAc/T-DAcCHM program is comprised of 22 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

### T-DAc/T-DAcCHM Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

Prospective applicants are encouraged to apply for admission well in advance as the admissions evaluation process can be lengthy, and class sizes in any given term are limited. Candidates may apply at any time for terms beginning in January, May, or September of each year.

- Acupuncture degree GPA of 3.0 or higher
- Acupuncture degree transcripts sent directly to Pacific College of Health and Science from previous institution(s).
  - An internal assessment of the previously completed acupuncture degree curriculum in comparison to Pacific College of Health and Science's master's degree will be conducted. Any substantial deficiencies are assigned as co-requisites to the program of study.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or international equivalent.\*

- Applicants must have successfully completed at least one course in each of the following: Biology, Chemistry, Psychology, Medical Report Writing, Clinical Science and Orthopedic Neurological Evaluation.
  - Biology, Chemistry, and Psychology may be fulfilled through StraighterLine, Study.com, College Board CLEP, PCHS (via non-matriculating form), community college or another accredited institution.
  - Medical Report Writing may be fulfilled through course BU612: Medical Report Writing or assessment CA501: Medical Report Writing.
  - Clinical Science may be fulfilled through course WS656: Clinical Science, assessment CA500: Clinical Science, or the NCCAOM Biomedicine exam.
  - Orthopedic Neurological Evaluation may be fulfilled through courses WS541a:
     Orthopedic Neurological Evaluation 1 and WS542a: Orthopedic Neurological Evaluation 1 or assessment CA502: Ortho-Neuro Assessment.
  - Please note there are fees associated with assessments.
- A statement describing the applicant's personal and/or professional history and any other information that would help the admissions committee assess readiness to contribute to Pacific College of Health and Science's doctoral culture.
- \* Students who attended an undergraduate school/acupuncture training outside the United States must request an academic evaluation of international transcripts/documents in terms of American accredited equivalency to be sent directly to Pacific College of Health and Science from the evaluating service. Internationally trained applicants pursuing transitional doctoral programs must meet all ACAHM standards for acceptance. An applicant's previous education must be validated as equivalent to a master's degree by a recognized educational credentials evaluation service. Prospective students are encouraged to have their educational transcripts evaluated course-by-course by a credentialing agency that evaluates programs of study in acupuncture and Chinese medicine. Check with your admissions representative for a list of evaluators.

### T-DAc/T-DAcCHM Transfer Credit Policy

- No more than 5 units of transfer will be granted (PCHS acupuncture graduates excepted).
- Only graduate-level courses completed with a grade of C or better are eligible.
- A minimum of 17 units must be completed at Pacific College of Health and Science.

### T-DAc/T-DAcCHM Continuing Education Credits

The California Acupuncture Board and the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) regularly update their continuing education policies. While some of the transitional doctorate program courses are currently approved for continuing education credit by the California Acupuncture Board and accepted as PDAs by NCCAOM, Pacific College of Health and Science cannot make any guarantee regarding our ability to offer CEUs/PDAs for doctoral courses.

To be eligible to receive a continuing education certificate for these courses, you must have successfully passed the course and have 100% attendance. The following courses may be eligible for continuing education credit up to the maximum number of units indicated for each course.

- CL820: Health Care Systems: up to 35 CEUs/PDAs
- WS800: Evidence-Informed Practice: up to 30 CEUs/PDAs
- WS810: Advanced Integrative Diagnosis: up to 28 CEUs/PDAs

There will be a \$50/per course administrative fee for students to receive CEU certification for these courses. To request a CEU certificate, please submit your request via the electronic <a href="CEU Request Form">CEU Request Form</a>. Please follow the <a href="NCCAOM instructions">NCCAOM instructions</a> to submit PDAs from an ACAHM-approved degree program.

#### T-DAc/T-DAcCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BU805	Inter-Professional Communication	1.0	15.0	None
CL820	Health Care Systems	3.0	45.0	None
CL830	Applications of Inter-Professional Communication	2.0	60.0	BU805
IPM800	Integrative Pain Management	2.0	30.0	None
OM806	Practice-Based Learning	3.0	45.0	None
OM810	Integrative Case Management	3.0	45.0	None
TTS101	Technology Training for Online Students	0.0	0.0	None
WS800	Evidence Informed Practice	3.0	45.0	None
WS810	Advanced Integrative Diagnosis	3.0	45.0	None
WS820	Preventative Medicine and Public Health	2.0	30.0	None

BU805	Inter-Professional Communication

(offered as BU800 in full, on-ground DAc/DAcCHM program)

**Units:** 1 didactic

**Hours:** 15 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course will increase effective communication with patients, patient families, and healthcare team members. Students will explore recognized methods of communicating healthcare issues to patients and their families. They will be challenged to describe Chinese medicine theory, techniques, and case information to biomedical professionals, as well as patients. Conversely, they will improve their ability to apply biomedical terminology.

**CL820** Health Care Systems

(offered as CL810 in full, on-ground DAc/DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

The course provides entry into one of the most fascinating aspects of American culture where philosophy, economics, and technology intersect with medicine at both its most global and personal levels. In order to play a significant role in the system, students must understand the incredible variety of institutions and personnel that deliver healthcare across the wide spectrum of our diverse population. Along the way, students will grapple with some of the most challenging medical questions of our day and seek to identify Chinese medicine's role in answering them.

**CL830** Applications of Inter-Professional Communication

(offered as CL770 in full, on-ground DAc/DAcCHM program)

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: BU805 Concurrent: None

**Location:** Online

This course provides advanced clinical communication training and experiences in an approved biomedical setting. Doctoral candidates will observe and discuss cases at practicum sites of their choosing in their own locales with, e.g., medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths, etc.

**IPM800** Integrated Pain Management

**Units:** 2 didactic

**Hours:** 30 academic

Prerequisite: None Concurrent: None

**Location:** Online

The purpose of this course is to broaden the student's knowledge of pain management and to teach how to think critically about a variety of integrative pain management approaches. Students will assess the effectiveness of a wide variety of integrative modalities, including mind-body approaches, manual medicine, nutrition, and biomedical and Chinese medicine practice. Students will learn to engage in integrative pain management through treatment planning, lifestyle recommendations, communication/collaboration with healthcare providers, appropriate referral, and an exploration of the patient's support structure.

OM806 Practice-Based Learning

(offered as OM805 in full, on-ground DAc/DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

The course will help students examine the two fundamental aspects of their healthcare careers: patient care and practice building. Students will identify areas in which both can be improved and create a program for further development. Along the way, the course will review current considerations in developing a successful practice, e.g. research access, marketing, management systems, etc. On the patient care side, students will present to faculty members and fellow doctoral candidates case work that integrates current research, Chinese medical theory, treatment plans, alternative approaches, biomedical considerations, community resources, and prognosis.

OM810 Integrative Case Management

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Using the case-based method, conditions from a variety of specialties will be used to develop a template for the integrative case management of biomedicine and Chinese medicine. The appropriate use of the wide variety of diagnostics, treatments, and community resources pertinent to the given conditions will be analyzed and evaluated.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS800 Foundations of Evidence-Informed Practice

(offered as WS550 in full, on-ground DAc/DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Evidence-informed practice is an approach to clinical reasoning that integrates clinical experience and findings, patient preferences, and research (all important types of evidence) into the process of healthcare delivery. The student will learn the strengths and limitations of each element of the model and how to use them together to enhance clinical decision-making and patient outcomes.

**WS810** Advanced Integrative Diagnosis

(offered as WS860 in full, on-ground DAc/DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

Students will further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine labs, and more. Student will increase their ability to exchange diagnostic information with other healthcare providers. Most importantly, students will critically analyze the diagnostic options and be able to inform patients of their relative merits.

**WS820** Preventive Medicine and Public Health

(offered as WS830 in full, on-ground DAc/DAcCHM program)

**Units:** 2 didactic

**Hours:** 30 academic

Prerequisite: None Concurrent: None

**Location:** Online

Preventive medicine and public health presents epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climates on the incidence of disease, and more. In addition to conventional therapies, students will analyze and evaluate the role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more.



Subject to change.

TERM 1	COURSE	UNITS	HOURS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None
WS800	Foundations of Evidence-Informed Practice	3.0	45.0	None	None
BU805	Inter-Professional Communication	1.0	15.0	None	None
OM810	Integrative Case Management	3.0	45.0	None	None
WS810	Advanced Integrative Diagnosis	3.0	45.0	None	None
IPM800	Integrative Pain Management	2.0	30.0	None	None
	Total Units/Hours:	12.0	180.0		
TERM 2	COURSE	UNITS	HOURS	PREREQ	CONCUR
CL830	Applications of Inter-Professional Communication	2.0	60.0	BU805	None
CL820	Health Care Systems	3.0	45.0	None	None
OM806	Practice-Based Learning	3.0	45.0	None	None
WS820	Preventive Medicine and Public Health	2.0	30.0	None	None
	Total Units/Hours:	10.0	180.0		
	Program total:	22.0	360.0		

## Doctor of Acupuncture (DAc) and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

DAcDAcCHMTotal Units:150.0Total Units:192.0 / 190.0Total Hours:2,805.0Total Hours:3,532.5 / 3,502.5Location:ChicagoLocation:San Diego / Chicago

### **Educational Purpose**

The purpose of the doctoral programs is to present and ensure a graduate's mastery of the core, foundational, and advanced competencies required of doctoral-level practitioners of acupuncture. Foundational competencies include the knowledge and application of the theoretical basis of Chinese medicine, critical thinking, history taking and physical examination, diagnosis, case management, treatment principles and skills, emergency care, patient education, ethics, and practice management. Advanced competencies include the knowledge and application of advanced diagnostic studies, patient care systems, collaborative care, evidence-informed practice, practice-based learning, and professional development. The DAcCHM program also includes the study of Chinese herbology. Achievement of these competencies enables doctoral graduates to practice as independent healthcare providers in a variety of settings.

### **Program Learning Outcomes**

- 1. Demonstrate personal, professional, ethical and legal standards, safety, and sound judgment.
- 2. Explain the etiology of disease from a traditional Chinese medical and biomedical perspective and recommend disease prevention strategies.
- 3. Evaluate patients following an evidence-informed, critical thought process.
- 4. Recognize signs and symptoms necessitating referral to appropriate healthcare providers and implement emergency procedures when necessary.
- 5. Establish treatment principles based on critical analysis with measurable outcomes.
- 6. Formulate, administer, and evaluate treatment plans based on evidence and patient needs.
- 7. Interact appropriately and skillfully with other members of the healthcare team and within a healthcare system.
- 8. Demonstrate knowledge of biomedicine and diagnostic tools.
- 9. Demonstrate leadership and teamwork through clinical and research-based collaboration with other healthcare professionals.
- 10. Demonstrate an ability to contribute to the knowledge base of the profession.
- 11. Demonstrate the skill of practice-based learning and professional development.
- 12. Demonstrate competency in Chinese herbal medicine (DAcCHM only).

#### **Program Goals**

- 1. To train qualified practitioners of Chinese medicine.
- 2. To enable graduates of its master's and doctoral degree programs to apply the principles of traditional Chinese medicine and natural healing and become an integral part of the modern healthcare system.

- 3. To inspire, through the presentation of traditional Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
- 4. To provide a supportive, educational environment conducive to personal growth and academic advancement.
- 5. To further the understanding traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
- 6. To engage in complementary and integrated healthcare research.
- 7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.
- 8. To provide traditional Chinese medicine services to the community.

#### **Educational Process**

The DAc and DAcCHM programs comprise the core MSAc and MSAcCHM curricula plus the subjects of evidence-informed practice, systems-based medicine, collaborative care, advanced integrative diagnosis, interprofessional communication, and practice-based learning to meet the advanced doctoral competencies.

#### **DAc/DAcCHM Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 2.75 or greater will be considered for full acceptance to the program. Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework. Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or international equivalent.\*
- Applicants must have either successfully completed at least one course in each of the following: Biology, Chemistry and Psychology or concurrently complete according to the following schedule:
  - o General Biology (usually taken Term 1) is a pre-requisite or concurrent requirement to Anatomy and Physiology 1, and Anatomy and Physiology 1 Lab.
  - o General Chemistry (usually taken by Term 3) is a pre-requisite to Biochemistry.
  - General Psychology (usually taken by Term 4) must be taken prior to the 1<sup>st</sup> Year Comprehensive Exam.

<sup>\*</sup> In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.

Applicants who do not meet these requirements should speak with an Admissions Representative to discuss their options.

Master's students may not dual-enroll in the doctoral program. In order for a master's students to enroll in the doctoral program they must request a change of program, have satisfied the admission requirements for the doctorate, and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will receive a master's degree upon completion of the doctoral curriculum, but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

### **General Education (GE) Requirements**

The following Pacific College of Health and Science courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM programs:

- BIO101: General Biology (2.5 units)
- BT124: Taiji/Qigong (1.5 units)
- BT130: Tui Na Hand Techniques (1.5 units)
- BT230: Tui Na Structural Techniques (1.5 units)
- CL211: Clinical Counseling 1 (1.5 units)
- WS202: Medical Terminology (1.5 units)
- WS204: Biological Aspects of Physics (2.5 units)
- WS207: Survey of Biochemical Principles (2 units)

Pacific College of Health and Science's Associate of Applied Science Holistic Health Science (AAS HHS) and Associate of Occupational Studies Massage Therapies (AOS MT) qualify students to apply to Pacific College of Health and Science's master's degree program. Depending on an individual's previous education, GE courses offered within the AOS or AAS may fulfill the GE requirement. If the courses are considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM, students must be enrolled in the MSAc/MSAcCHM program and perform a change of program after completing the 90 units of undergraduate prerequisites. An admissions representative can advise students on helpful general education courses to take.

The GE category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. To meet the master's degree requirements for admission, at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences

#### Humanities and fine arts

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these GE requirements. A college admissions representative will describe these for you.

Students completing an associate degree program at Pacific College of Health and Science or elsewhere may enroll in co-requisite and/or general education courses to gain eligibility to the doctoral programs.

#### DAc, DAcCHM, MSAc, and MSAcCHM Transfer Credit Policy

- To transfer from a master's to a doctorate program, students must meet the 90-semester unit minimum required for admission to the doctoral program before transferring into the doctorate program.
- If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program.
- Students will be responsible for completing their the DAc/DAcCHM co-requisite requirements before graduation.

Students in the DAcCHM/MSAcCHM program are qualified to sit for the California Acupuncture Licensure Exam and are subject to the following California Acupuncture Board (CAB) regulations:

- Subject to relevant state regulations and licensing agency rules, applicants may receive transfer credit for up to 50% of the total program credit requirements. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.
- Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition and vitamins, history of medicine, medical terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school which is approved under Article 4, Section 94770 of Chapter 7 of Part 59 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.

#### DAc, DAcCHM, MSAc, and MSAcCHM Transfer Credit Exceptions

Pacific College of Health and Science does not grant transfer credit for the following courses: Advanced Clinical Internships and Advanced Needle Techniques. Transfer students must take either Clinical Observation or a Clinical Assistantship course at Pacific College of Health and Science prior to entering any level of clinical training.

Transfer credit for Practice Management and Ethics is only granted for comparable courses taken at accredited acupuncture colleges. Other prior business courses are not transferable.

### DAC/DACCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

DAc/DAcCHM courses and course descriptions shared with MSAc/MSAcCHM can be found under Academic Programs > Acupuncture and Chinese Medicine > Master of Acupuncture (MSAc) and Master of Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM) > DAc/DAcCHM and MSAc/MSAcCHM Courses and Course Descriptions.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542 or CL541a
CL770	Applications of Inter-Professional Communication	2.0	60.0	BU800, CL612a
CL810	Health Care Systems	3.0	45.0	None
OM805	Practice-Based Learning	3.0	45.0	None
TTS101	Technology Training for Online Students	0.0	0.0	None
WS550	Foundations of Evidence Informed Practice	3.0	45.0	OM511
WS830	Advanced Integrative Diagnosis	3.0	45.0	WS550
WS860	Preventative Medicine and Public Health	2.0	30.0	WS656

In each of the doctoral courses, you should notice an increased emphasis on application, analysis, synthesis, and evaluation of the course content. The days of passive learning have passed. As future practicing professionals, you and your classmates will be expected to enrich each other with your experience, reflection, and wisdom. Each of the courses below presents significant and substantial material. These brief descriptions cannot do them justice. For more comprehensive descriptions, please contact the college admissions department.

(offered as BU805 in online T-DAc/T-DAcCHM program)

**Units:** 1 didactic

**Hours:** 15 academic

**Prerequisite:** CL211, CL542 or CL541a **Concurrent:** None

**Location:** San Diego, Chicago

This course will increase effective communication with patients, patient families, and healthcare team members. Students will explore recognized methods of communicating healthcare issues to patients and their families. They will be challenged to describe Chinese medicine theory, techniques, and case information to biomedical professionals, as well as patients, and improve their ability to apply biomedical terminology.

**CL770** Applications of Inter-Professional Communication

(offered as CL830 online T-DAc/T-DAcCHM program)

Units: 2 lab

**Hours:** 60 academic

**Prerequisite:** BU800, CL612a **Concurrent:** None

**Location:** San Diego, Chicago

This course provides advanced clinical communication training and experiences in an approved biomedical setting. Doctoral candidates will observe and discuss cases at practicum sites of their choosing in their own locales with professionals that could include medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths.

**CL810** Health Care Systems

(offered as CL820 in online T-DAc/T-DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, Chicago

The course provides entry into one of the most fascinating aspects of American culture, where philosophy, economics, and technology intersect with medicine at both global and personal levels. In order to play a significant role in the system, students must understand the incredible variety of institutions and personnel that deliver healthcare across the wide spectrum of our diverse population. Along the way, students will grapple with some of the most challenging medical questions of our day and seek to identify Chinese medicine's role in answering them.

OM805 Practice-Based Learning

(offered as OM806 in online T-DAc/T-DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, Chicago

The course will help students examine the two fundamental aspects of their healthcare careers: patient care and practice building. Students will identify areas in which both can be improved and create a program for further development. Along the way, the course will review current considerations in developing a successful practice, e.g., research access, marketing, management systems, etc. On the patient care side, students will present to faculty members and fellow doctoral candidates casework that integrates current

research, Chinese medical theory, treatment plans, alternative approaches, biomedical considerations, community resources, and prognosis.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS550 Foundations of Evidence-Informed Practice

(offered as WS800 in online T-DAc/T-DAcCHM program)

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM511 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Evidence-informed practice is an approach to clinical reasoning that integrates clinical experience and findings, patient preferences, and research (all important types of evidence) into the process of healthcare delivery. Students will learn the strengths and limitations of each element of the EIP model and how to use them together to enhance clinical decision-making and patient outcomes. The student will gain knowledge of the academic peer review process and research methods and apply it to critique of research methods and research evidence presented.

WS830 Preventive Medicine and Public Health

(offered as WS820 in online T-DAc/T-DAcCHM program)

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** WS550 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course discusses epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climates on the incidence of disease, and more. In addition to conventional therapies, students will analyze and evaluate the role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more.

### **WS860** Advanced Integrative Diagnosis

(offered as WS810 in online T-DAc/T-DAcCHM program)

Units: 3 didactic

**Hours:** 45 academic

**Prerequisite:** WS656 **Concurrent:** None

**Location:** San Diego, Chicago

Students will further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine labs, and more. Students will improve their ability to exchange diagnostic information with other healthcare providers. Most importantly, students will critically analyze the diagnostic options and learn how to inform patients of their relative merits.

### DAC FULL-TIME MODEL CURRICULUM, CHICAGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1,2
OM501	Foundations of Chinese Medicine	3.0	45.0	None	None	-	1,2
BT124	Taiji/Qigong	1.5	30.0	None	None	-	-
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1,2
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None	-	1,2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1,2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1,2
	Total Units/Hours:	13.5	232.5				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1,2

AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1,2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1,2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	1,2
BT130	Tui Na Hand Techniques	1.5	30.0	None	None	-	1,2
CL531a	Clinical Observation	2.0	60.0	OM511, CL501	CPR/First Aid	-	1,2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1,2
	Total Units/Hours:	14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1,2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	OM512 ok	-	1,2
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None	-	1,2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1,2
WS550	Foundations of Evidence- Informed Practice	3.0	45.0	OM511	None	-	1,2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532a	-	1,2
CL532a	Clinical Assistantship 1	2.0	60.0	CL211, CL531a, HB501, AC504a, BT130	AC511a	-	1,2
	Total Units/Hours:	17.5	315.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1,2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1,2
WS207	Survey of Biochemical Principles	2.0	30.0	CHEM101, BIO101	None	-	1,2

AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1,2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1,2
CL533a	Clinical Assistantship 2	2.0	60.0	AC511a, AC505a, CL532a	None	-	2
CL502	Introduction to Associate Internship	1.0	15.0	CL532a	None	-	2
	Total Units/Hours:	16.0	285.0				
				First Comprehe	ensive Exam		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502	None	1	2
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2
	Total Units/Hours:	15.0	285.0				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550	None	1	2
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2
AC632	Secondary Vessels	2.5	45.0	AC506a , AC611a	None	1	2
AC633	Combined Point Applications	2.5	45.0	AC506a , AC611a	None	1	2
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542	None	-	-
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CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	2
CL542a	Associate Internship 2	2.0	60.0	CL541a	None	1	2
	Total Units/Hours:	17.0	315.0				
	Second Comprehensive Exam			First Compr	rehensive Exam	(All Sectio	ons)
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	-
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550	None	-	-
CL651a	Senior Internship 1	2.0	60.0	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a	1,2	-
CL652a	Senior Internship 2	2.0	60.0	CL542a	AC613a, WS652a, 1 of: [OM614, OM615, OM616]	1,2	-
	Total Units/Hours:	16.0	307.5				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	None	1	-
BU611	Practice Management and Ethics	3.0	45.0	None	None	1	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
OM643	Licensure Exam Preparatory Course	1.0	15.0	None	None	1,2	-
CL810	Health Care Systems	3.0	45.0	None	None	2	-

	Total Program Units/Hours	150.0	2,805.0				
	Total Units/Hours:	19.0	405.0				
CL657a	Senior Internship 7	2.0	60.0	CL655a	1 of: [OM614 OM615, OM616]	1,2	-
CL656a	Senior Internship 6	2.0	60.0	CL653a	Cl655a, 1 of: [OM614 OM615, OM616]	1,2	-
CL655a	Senior Internship 5	2.0	60.0	CL653a	1 of: [OM614 OM615, OM616]	1,2	-
CL770	Application of Inter- Professional Communication (Practicum)	2.0	60.0	CL612a, BU800	None	-	-
WS860	Advanced Integrative Diagnosis	3.0	45.0	WS656	None	-	-
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550	None	2	-
	Specialty Elective	1.0	15.0	-	-	-	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1,2	-
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613	None	1	-
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
	Total Units/Hours:	22.0	405.0				
CL654a	Senior Internship 4	2.0	60.0	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	-
CL653a	Senior Internship 3	2.0	60.0	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	-
OM805	Practice-Based Learning	3.0	45.0	None	None		-

# DACCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO AND CHICAGO

Subject to change.

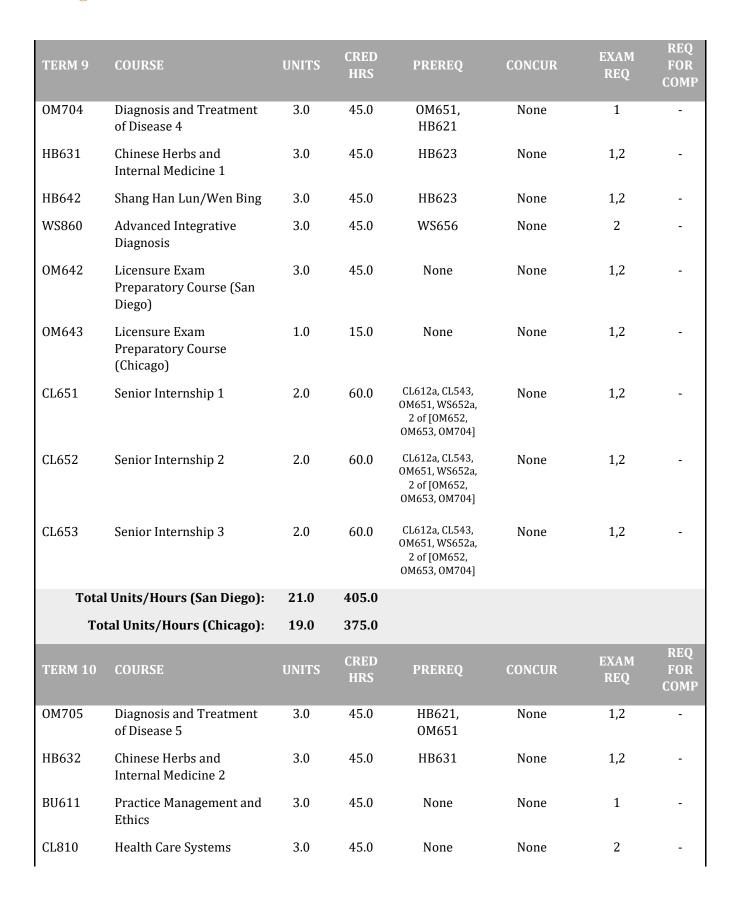
TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
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TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1,2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None	-	1,2
BT124	Taiji/Qigong	1.5	30.0	None	None	-	-
CL211	Clinical Counseling 1	1.5	30.0	None	None	-	1,2
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1,2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1,2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1,2
WS202	Medical Terminology	1.5	22.5	None	None	-	1,2
	Total Units/Hours:	15.0	255.0				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1,2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1,2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1,2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	1,2
BT130	Tui Na Hand Techniques	1.5	30.0	None	None	-	1,2
CL531	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid	-	1,2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1,2
	Total Units/Hours:	14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP

OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1,2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, 0M512	None	-	1,2
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None	-	1,2
HB514	Herbology 1	2.0	30.0	НВ501	None	-	Herb Comp, 2
WS527	Anatomy and Physiology	3.0	45.0	WS515	None	-	1,2
WS550	Foundations of Evidence- Informed Practice	3.0	45.0	OM511	None	-	1,2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532	-	1,2
CL532	Clinical Assistantship 1	2.0	60.0	CL211, CL531, HB501, AC504a, BT130	AC511a	-	1,2
	Total Units/Hours:	19.5	345.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1,2
WS207	Survey of Biochemical Principles	2.0	30.0	CHEM101, BIO101	None	-	1,2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1,2
HB515	Herbology 2	2.0	30.0	HB501, OM512	None	-	Herb Comp, 2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, 0M513	None	-	1,2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1,2
CL533	Clinical Assistantship 2	2.0	60.0	HB514, AC511a, AC505a, CL532	None	-	2
	Total Units/Hours:	17.0	300.0				
		First Comprehensive Exam (Except Herbology Exams)					

TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-	
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2	
НВ516	Herbology 3	3.0	45.0	HB501, OM513	None	-	Herb Comp, 2	
CL502	Introduction to Associate Internship	1.0	15.0	CL532	None	-	2	
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2	
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2	
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2	
	Total Units/Hours:	16.5	277.5					
				First Comprehensive Exam (Herbology Exams Only)				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM651	Diagnosis and Treatment of Disease 1	3.0	45.0	HB516, OM514, WS550	НВ621	1	2	
HB621	Herbology 4	3.0	45.0	HB516	None	1	Herb Comp	
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2	
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None	1	2	
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2	
CL541	Associate Internship 1	2.0	60.0	CL502, CL533, AC512a	None	1	2	
	Total Units/Hours:	15.5	285.0					
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	

HB622	Herbology 5	3.0	45.0	HB621	None	1	Herb Comp
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None	1	2
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550	None	-	-
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	2
CL542	Associate Internship 2	2.0	60.0	CL541	CL503	1	2
	Total Units/Hours:	18.5	315.0				
Second Comprehensive Exam (Except Herbology Exams)			First Comprehensive Exam (All Sections)				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM653	Diagnosis and Treatment of Disease 3	3.0	45.0	НВ621, ОМ651	None	1	
HB623	Herbology 6	3.0	45.0	HB621	None	1	Herb Comp
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	None	CL543 or any of CL651-CL659	1	-
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542	None	1	-
CL543	Associate Internship 3	2.0	60.0	CL542	None	1	-
	Total Units/Hours:	18.0	330.0				
Second Comprehensive Exam (Herbology Exams Only)					mprehensive All Sections)		



	Total Program Units/Hours (Chicago)	190.0	3,502.5				
	(San Diego)						
	Total Program Units/Hours	192.0	3,532.5				
	Total Units/Hours:	19.0	405.0				
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1,2	-
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1,2	-
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1,2	-
CL770	Application of Inter- Professional Communication (Practicum)	2.0	60.0	CL612a, BU800	None	2	-
OM805	Practice-Based Learning	3.0	45.0	None	None	2	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1,2	-
НВ633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None	1,2	-
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550	None	2	-
	Specialty Elective	1.0	15.0	-	-	-	-
TERM 1	1 COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
	Total Units/Hours:	18.0	360.0				
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1,2	-
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1,2	-
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1,2	-



MSAc MSAcCHM

Total Units: 133.5 Total Units: 180.5 / 178.5

Total Hours: 2,505.0 Total Hours: 3,337.5 / 3,307.5

Location: New York, Location: San Diego /
Chicago New York, Chicago

Please note that New York offers the Bachelor of Professional Studies/Master of Acupuncture (MSAc) and Bachelor of Professional Studies/Master of Acupuncture with Chinese Herbal Medicine specialization.

### **Educational Purpose**

The purpose of the master's in acupuncture degree programs is to train practitioners of Chinese medicine and enable them to function as primary, independent healthcare providers. The programs enable graduates to apply the principles of Chinese medicine, to take the national certification examinations, the California Acupuncture Licensure Exam (MSAcCHM program only) and, most importantly, to become an integral part of the modern healthcare system.

# **Program Learning Outcomes**

Graduates of Pacific College of Health and Science's master's degree programs will:

- 1. Demonstrate personal, professional, ethical, and legal standards, safety, and sound judgment.
- 2. Explain the etiology of disease from a traditional Chinese and biomedical perspective and apply this understanding by recommending disease prevention strategies.
- 3. Evaluate patients exhibiting complaints commonly seen and treated by Chinese medicine and in a manner that indicates cognizance of all relevant Chinese medical diagnostic paradigms.
- 4. Recognize signs and symptoms necessitating referral to appropriate complementary healthcare providers.
- 5. Formulate treatment principles for patients that follow logically from the diagnosis and in a manner that prioritizes treatment procedures.
- 6. Formulate acupuncture, herbal (MSAcCHM graduates), and supplemental treatment plans and be able to provide a logical rationale for such plans.
- 7. Communicate in a professional and knowledgeable manner about Chinese medicine and biomedicine with relevant healthcare professionals.
- 8. Be able to personally, or by the use of appropriate support personnel, administer the designated treatment plan.
- 9. Demonstrate knowledge of clinical sciences from a traditional Chinese and biomedical perspective.

10. Demonstrate a developing ability to contribute to the knowledge base of the profession.

### **Program Goals (MSAc, MSAcCHM)**

- 1. To train qualified practitioners of Chinese medicine.
- 2. To enable graduates of its master's and doctoral degree programs to apply the principles of traditional Chinese medicine and natural healing and become an integral part of the modern healthcare system.
- 3. To inspire, through the presentation of traditional Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
- 4. To provide a supportive, educational environment conducive to personal growth and academic advancement.
- 5. To further the understanding traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
- 6. To engage in complementary and integrated healthcare research.
- 7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.
- 8. To provide traditional Chinese medicine services to the community.

#### **Educational Process**

The educational process at Pacific College of Health and Science emphasizes integration and synergy of subject matter. The fundamentals of all aspects of Chinese medicine are introduced in the first academic phase, which includes herbology, acupuncture, anatomy, Asian body therapy, qigong, taiji, clinical observation and assistantship.

With Pacific College of Health and Science's approach, each subject complements and reinforces the others. Students learn how both Eastern and Western systems view disease; in the MSAcCHM program, herbology is also an equal partner. Treatment, diagnosis, and clinical experience are introduced from the beginning of the program. As students sharpen their mental and physical diagnostic skills, taiji and qigong benefit their health and sensitivity. Students learn tui na (Chinese medical massage), the Chinese equivalent of physical therapy, along with many powerful, noninvasive acupuncture techniques such as moxibustion and cupping. In some states, students can start their own massage therapy practice while in the master's degree programs (ask your admissions representative for specific state license information). This helps them assimilate what they have learned in class, supplement their incomes, and provide the real experience of healing. The first academic and clinical phase of the program prepares the student for the associate intern experience.

As an associate intern in the second phase of the program, students work as part of a medical team comprising assistants, senior interns, and licensed acupuncturists. In Pacific College of Health and Science's off-site internships, the team may be expanded to include medical students, medical doctors, nurse practitioners, athletic trainers, physical therapists, and counselors, depending on the

facility. Students get hands-on experience helping people with holistic and Chinese methods of treatment while working alongside allied healthcare colleagues. The clinical experience prepares students for the responsibility of accepting their own patients as a senior intern in the third phase of the program.

The second phase of the classroom experience leads to a more in-depth understanding of the practice of acupuncture, Chinese medicine, and biomedicine. Advanced needling techniques and advanced herbal prescriptions and modifications (MSAcCHM program) are practiced. The Diagnosis and Treatment of Disease (DTD) courses in the MSAcCHM program comprise an innovative, five-course series in integrative medicine. The Acupuncture Therapeutics courses in the MSAc programs are counterparts to the DTD courses, with a focus on acupuncture treatments for a wide variety of conditions. Complementing the paradigms of Chinese medical diagnosis and treatment, senior faculty members present the integration of biomedical tests, therapies and community resources that are most useful to the Chinese medical practitioner. Perhaps more important than the medical content, students are introduced to and required to apply the principles of self-directed learning and life-long learning skills that will be necessary throughout the series and later in private practice. These are the skills that truly distinguish the Pacific College of Health and Science graduate as an independent practitioner and one capable of working within the wider medical community. A case-based learning curriculum emphasizes the integration and application of Chinese medicine, biomedicine, and research skills to support strong evidenceinformed reasoning.

In the final phase of academic courses and clinical internship, much classroom time is spent discussing clinical cases. Understanding deepens and the students embody and assimilate, as well as memorize, the fine points of their art. Students master the principles of Chinese herbal (MSAcCHM programs) and acupuncture treatment and directly experience the result of their studies when their clinical patients improve.

Pacific College of Health and Science recognizes that our profession attracts older students as well as graduate students entering their first profession. To assist students with family or employment responsibilities, flexibility can be designed into the course of study whenever possible. To increase the potential for success, a college representative can discuss various options early in the admissions process and as the student progresses through the program.

### **MSAc/MSAcCHM Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

Cumulative GPA of 2.75 or greater will be considered for full acceptance to the program.
 Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework.
 Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are



- accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.
- Associate degree or its equivalent or higher, defined as at least 60 semester credits/90 quarter credits of education, (including nine semester hours in the biosciences for applicants to New York campus), at the baccalaureate level or the equivalent from an institution accredited by an agency recognized by the U.S. Secretary of Education.
- Applicants who have not completed a BS or BA degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within their previous education. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.

Applicants who do not meet these requirements should speak with an Admissions Representative to discuss their options.

Master's students may not dual-enroll in the doctoral program. In order for a master's students to enroll in the doctoral program, they must request a change of program if they have satisfied the admission requirements for the doctorate and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will receive a master's degree when students complete the doctoral curriculum but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

### MSAc/MSAcCHM General Education (GE) Requirements

The following Pacific College of Health and Science courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM programs:

- BIO101: General Biology (2.5 units)
- BT124: Taiji/Qigong (1.5 units)
- BT130: Tui Na Hand Techniques (1.5 units)
- BT230: Tui Na Structural Techniques (1.5 units)
- CL211: Clinical Counseling 1 (1.5 units)
- WS202: Medical Terminology (1.5 units)
- WS204: Biological Aspects of Physics (2.5 units)
- WS207: Survey of Biochemical Principles (2 units)

Pacific College of Health and Science's Associate of Applied Science Holistic Health Science (AAS HHS) and Associate of Occupational Studies Massage Therapies (AOS MT) qualify students to apply to Pacific College of Health and Science's master's degree program. Depending on an individual's previous education, GE courses offered within the AOS or AAS may fulfill the GE requirement. If the courses are considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM. students must be enrolled in the MSAc/MSAcCHM program and perform a change of program after

completing the 90 units of undergraduate prerequisites. An admissions representative can advise students on helpful general education courses to take.

The GE category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. To meet the master's degree requirements for admission, at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these GE requirements. A college admissions representative will describe these for you.

Students completing an associate degree program at Pacific College of Health and Science or elsewhere may enroll in co-requisite and/or general education courses to gain eligibility to the doctoral programs.

### MSAc/MSAcCHM New York Bioscience Requirement

Students requiring bioscience prerequisites can be admitted into the MSAc or MSAcCHM program under the condition that the 9 required bioscience credits are completed in the first and/or send term. Failure to meet this requirement will result in withdrawal from the program. New York students with over 72 credits upon admittance that require bioscience courses are eligible for Federal Financial Aid.

#### DAc, DAcCHM, MSAc, and MSAcCHM Transfer Credit Policy

- To transfer from a master's to a doctorate program, students must meet the 90-semester unit minimum required for admission to the doctoral program before transferring into the doctorate program.
- If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program.
- Students will be responsible for completing the DAc/DAcCHM co-requisite requirements before graduation.

Students in the DAcCHM/MSAcCHM program are qualified to sit for the California Acupuncture Licensure Exam and are subject to the following California Acupuncture Board (CAB) regulations:

• Subject to relevant state regulations and licensing agency rules, applicants may receive transfer credit for up to 50% of the total program credit requirements. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.

• Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition and vitamins, history of medicine, medical terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school which is approved under Article 4, Section 94770 of Chapter 7 of Part 59 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.

### DAc, DAcCHM, MSAc, and MSAcCHM Transfer Credit Exceptions

Pacific College of Health and Science does not grant transfer credit for the following courses: Advanced Clinical Internships and Advanced Needle Techniques. Transfer students must take either Clinical Observation or a Clinical Assistantship course at Pacific College of Health and Science prior to entering any level of clinical training.

Transfer credit for Practice Management and Ethics is only granted for comparable courses taken at accredited acupuncture colleges. Other prior business courses are not transferable.

### DAC/DACCHM AND MSAC/MSACCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code in section and subject to change.

DAc/DAcCHM courses and course descriptions shared with MSAc/MSAcCHM begin here.

#### **REQUIRED COURSES**

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CF0.00	Cardiopulmonary Resuscitation/First Aid	0.0	0.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

CF0.00 Cardiopulmonary Resuscitation/First Aid

(8 hours required for DAc/DAcCHM and MSAc/MSAcCHM)

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

Students are taught how to effectively assess and respond to injuries and life-threatening situations. Skills taught include the ABCs of lifesaving, CPR, the Heimlich maneuver, bandaging, splinting, and wound care. This is an approved course taught by the American Red Cross or American Heart Association and must include at least eight hours of instruction for students taking the CALE (California Acupuncture Licensing Exam).

### TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

#### DEPARTMENT OF ACUPUNCTURE COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	MSAc and MSAcCHM Courses				
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None
AC505a	Acupuncture Channels and Points 2	2.5	45.0	AC504a, OM512	None
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532 or CL532a
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None

# ACUPUNCTURE POINT LOCATION, THEORY, AND APPLICATION

The study of the anatomy and application of the meridian and acupuncture point system comprises a 3-course series. The courses present: 1) the interrelationship of the 72 meridians and their effect on the energetic integrity of the human body; 2) the numerous categories of the acupuncture points; 3) the location of the internal and external primary meridians and their associated luoconnecting, divergent, tendino-muscular, extraordinary, and cutaneous meridians; 4) the location of all meridian and major non-meridian points; 5) the functions, indications, and contraindications of individual points and categories of points; and 6) the use of points in traditional combinations.

These courses provide the foundation for the six technique courses as well as the student's clinical assistantship and internship.



#### Student Advice:

New students are often confronted with the idea that learning a vast number of acupuncture point locations and functions is an impossible task. In reality, a sequential presentation of point locations and functions by Pacific College of Health and Science's method reveals a very manageable task when the student applies sufficient time to study and review. The "point" of this advice: you can relax.

### AC504a Acupuncture Channels and Points 1

Units: 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** WS521, WS525.L1, OM511 **Concurrent:** None

Location: San Diego, New York, Chicago

This first course in the acupuncture channels and points series presents the fundamental concepts of channel theory. Students learn the pathways of the channels. Students will be introduced to the symptoms and pathologies of the main channels and their connection to the viscera-bowels, with clinical examples to illustrate these ideas. The location and function of points of the main channels are another principal focus of this course. The organization of these points into categories will support the students' retention of information. The students will locate channels and palpate points using anatomical references and a system of proportional body measurements.

### AC505a Acupuncture Channel and Points 2

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC504a, OM512 **Concurrent:** None

Location: San Diego, New York, Chicago

AC505a continues the framework of study established in AC504a.

### AC506a Acupuncture Channels and Points 3

**Units:** 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

**Prerequisite:** AC505a, OM513 **Concurrent:** None

Location: San Diego, New York, Chicago

AC506a continues the framework of study established in the prior two courses and adds the Eight Extraordinary Vessels (Qi Jing Ba Mai), Ren and Du Mai, and the extra (non-channel) points.

### AC631 Auricular Micro Therapy

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC506a, AC512a **Concurrent:** None

Location: San Diego, New York, Chicago

There are two major theoretical schools of auricular acupuncture: the French system from modern acupuncture and Oriental medicine literature and the Chinese system from older texts. Both schools and their respective maps of the ear will be compared and contrasted in this class. Clinical applications and treatment formulas are emphasized. A brief history on the development and use of the NADA protocol used in the treatment of chemical dependency and substance abuse disorders, as well as battlefield acupuncture, will be presented.

# AC632 Secondary Vessels

**Units:** 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

**Prerequisite:** AC506a, AC611a **Concurrent:** None

Location: San Diego, New York, Chicago

Building on the solid foundation of channel pathways covered in Acupuncture Channels and Points 1 through 3, Secondary Vessels emphasizes pathology of the network (luo), sinew, divergent and extraordinary channels. Students are required to apply channel pathway and pathology knowledge to case study exercises in class and on written case-based exam questions. Additionally, Secondary Vessels provides an in-depth study of all the categories of acupuncture points. This includes a review of the location of these points but emphasizes higher-level learning by focusing on how they 1) reflect specific channel pathways, 2) are used in clinical practice, 3) are combined with one another to reach a specific therapeutic goal, and 4) can be applied to case studies. Students are advised that they are responsible for the location of all the points learned in Acupuncture Channels and Points 1 through 3.

### AC633 Combined Point Applications

**Units:** 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

**Prerequisite:** AC506a, AC512a **Concurrent:** None

Location: San Diego, New York, Chicago

Distal, adjacent, and local point prescriptions for common conditions are presented. Students will practice the formulation and needling of point prescriptions with the body placed in clinically relevant positions.

#### METHODS AND THEORIES OF MERIDIAN AND ACUPUNCTURE POINT STIMULATION

The following courses present the methods and theories of meridian and acupuncture point stimulation. When applied by trained hands, acupuncture is one of the safest medical therapies known. Nonetheless, it is an invasive technique necessitating universal precautions of blood-borne pathogens and what is commonly referred to as Clean Needle Technique (CNT). Equally important, students must be skilled in a wide variety of treatment styles and techniques to meet the differing needs of patients. Thus, non-invasive techniques are presented along with Chinese and Japanese needling methods.

AC511a Introduction to Clinical Techniques

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC504a **Concurrent:** CL532 or CL532a

**Location:** San Diego, New York, Chicago

This course is designed to teach students the manual clinical skills necessary for their role as clinical assistants. Students begin with the non-invasive techniques of cupping (flashing, stationary, sliding, etc.) gua sha, liniments and plasters, heat and cold therapy, including moxibustion (direct, indirect, with other agents) and ultrasound, and the indications, functions, cautions, and contraindications for these techniques. Students learn to use adjunctive acupoint stimulation devices including magnets and beads. Students are taught equipment maintenance and safety applied in the practice of Chinese medicine. Students begin their needling skills by first understanding and applying Clean Needle Technique (CNT). Students practice simple needle insertion and stimulation techniques and learn cautions and contraindications for needling. Patient positioning and draping, pulse, tongue, and abdominal diagnosis are also practiced.

AC512a Needle Technique

Units: 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC505a, AC511a **Concurrent:** AC506a

**Location:** San Diego, New York, Chicago

Chinese and Japanese needling techniques are presented. Students develop hand strength by doing one-handed Chinese technique and proceed from needling inanimate objects to non-acupuncture points to real

points. There is also a progression from less to more sensitive points. Methods for redirecting the qi in the channels (supplementing and draining) are presented. The order of needle placement during treatments is discussed. Students are taught equipment maintenance and safety applied in the practice of Chinese medicine and must practice Clean Needle Technique (CNT) whenever needling. Students should be familiar with OSHA and CNT standards presented in Introduction to Clinical Techniques prior to the first-class meeting.

AC611a Advanced Needle Techniques

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC512a **Concurrent:** None

**Location:** San Diego, New York, Chicago

In this class, students needle the most sensitive points, practice needle threading, through-and-through needling, and dermal stimulation (including pellets, press needles, etc.). Students learn to use adjunctive acupoint stimulation devices as well as specialized acupuncture techniques such as electro-acupuncture and combining needling with moxibustion. Equipment maintenance and safety is stressed. They practice scalp acupuncture and more advanced methods for redirecting the qi in the channels (supplementing and draining). Emergency procedures are also taught. The use of acupuncture for such specialized procedures as facial rejuvenation, stress reduction, drug detox, and habit control is also practiced.

AC613a Treatment of Orthopedic Disorders

**Units:** 1 didactic, 1 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** AC611a, WS542a **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course applies the diagnostic skills learned in Orthopedic and Neurological Evaluation 1 and 2 to the treatment of these disorders with acupuncture. In addition, this course provides students with detailed reviews of acupuncture channels, pathways, and point location. It introduces and provides practice in Chinese medical approaches to athletic and other injuries and refines the student's ability to palpate anatomical structures.

#### DEPARTMENT OF CHINESE MEDICINE THEORY COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	MSAc and MSAcCHM Courses				
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None
	MSAc ONLY Courses				
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550	None
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	None
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	None
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613	None
	MSAcCHM ONLY Courses				
OM651	Diagnosis and Treatment of Disease 1	3.00	45.0	HB516, OM514, WS550	HB621
OM652	Diagnosis and Treatment of Disease 2	3.00	45.0	HB621, OM651	None
OM653	Diagnosis and Treatment of Disease 3	3.00	45.0	HB621, OM651	None
OM704	Diagnosis and Treatment of Disease 4	3.00	45.0	HB621, OM651	None
OM705	Diagnosis and Treatment of Disease 5	3.00	45.0	HB621, OM651	None

After a fascinating introduction to the history and classical texts of Chinese medicine, the Department of Acupuncture and Herbal Medicine systematically presents physiology, etiology, pathomechanisms, pathophysiology, and the diagnostic and treatment systems of Chinese medicine. These are integrated with biomedicine as faculty members reinforce biomedical knowledge and model the use of biomedical information in the modern Chinese medicine practice.

OM501	Philosophical and Historical Foundations of Chinese Medicine	
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**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago, Online

This course presents a rich and fascinating history of medicine that brings to life the subject of Chinese medicine. Students come to understand that they are a link in the unbroken chain of this healing tradition. They will travel through medical history guided by the classical texts. Students will survey each key concept in the field to acquire an overview of the subject that they will immerse themselves in over the next four years.

#### **OM511-514 FUNDAMENTALS OF CHINESE MEDICINE 1-4**

In the Fundamentals of Chinese Medicine series, Pacific College of Health and Science students acquire a deep and practical understanding of the fundamental Chinese medicine theories that enables them to advance to the Diagnosis and Treatment of Disease or Acupuncture Therapeutics courses. These theories are applicable not only to acupuncture but also Chinese herbal medicine, moxa therapy, tui na, qigong, and dietary therapy, as well as other experiential or text-based styles within the larger family of East Asian medicine, such as Japanese meridian therapy. As such, the Fundamentals of Chinese Medicine 1-4 series comprises the cognitive spine on which students may build a firm and flexible skeleton that will endure throughout their careers in East Asian medicine.

Fundamentals of Chinese Medicine 1-4 relies not only on English language sources, but also applies cutting-edge Chinese language textbooks, Chinese medical journals, and many classic texts such as The Yellow Emperor's Inner Canon (Huang Di Nei Jing), The Classic of Difficult Issues (Nan Jing), On Blood Patterns (Xue Zheng Lun) Correction of Errors in Medical Classics (Yi Lin Gai Cuo), Jing-Yue's Complete Compendium (Jing-Yue Quan Shu), and The Origin and Indicators of Disease (Zhu Bing Yuan Hou Lun). These texts, and many others like them, form the fundamental textual and historical basis of Chinese medicine. When published English language literature is incomplete or insufficient for the challenge of covering these topics to our satisfaction, faculty members produce their own texts, which are available to the students as course readers.

OM511 Fundamentals of Chinese Medicine 1

Units: 3 didactic

Hours: 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago, Online

Fundamentals of Chinese Medicine (FCM)1 begins the comprehensive study of the basic theories of Chinese medicine, including qi, blood, fluids, five phases, and viscera-bowel (zang-fu) physiology.

OM512 Fundamentals of Chinese Medicine 2

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM511 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Fundamentals of Chinese Medicine 2 presents the etiology and pathomechanisms of disease in Chinese medicine. Once students have a clear grasp of etiology and pathomechanisms, they are ready to advance to the Chinese medical diagnostic paradigms presented in FCM 3 and FCM 4.

OM513 Fundamentals of Chinese Medicine 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM512 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Fundamentals of Chinese Medicine 3 begins with general treatment principles in Chinese medicine and proceeds to the four examinations, comprehensive history taking including tongue and pulse examination. The latter half of the course focuses on clinical impressions, the formation of a working diagnosis, and practical exercises for tongue and pulse examination.

OM514 Fundamentals of Chinese Medicine 4

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** AC504a, OM513 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Fundamentals of Chinese Medicine 4 presents systems of diagnosis in Chinese medicine including six evil pattern diagnosis, viscera-bowel pattern diagnosis, six-channel pattern identification, and four-aspects diagnosis. Case-based exercises provide a significant opportunity to apply the diagnostic paradigms.

#### MSAc PROGRAM: ACUPUNCTURE THERAPEUTICS 1-4

The Acupuncture Therapeutics sequence builds on the Fundamentals of Chinese Medicine series and Acupuncture Channels and Points series, guiding students toward effective acupuncture treatments. Organized by Chinese medical disorder categories, each course gives a biomedical explanation, detailed Chinese medical pathomechanisms, treatment principles, and specific treatment methods. There is an emphasis on finding the most effective acupuncture point prescriptions, techniques, and accessory techniques for the given condition.

OM613 Acupuncture Therapeutics 1

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM514, WS550 **Concurrent:** None

**Location:** San Diego, New York, Chicago

The first course in the sequence begins with respiratory and gastrointestinal disorders.

OM614 Acupuncture Therapeutics 2

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM613 **Concurrent:** None

**Location:** San Diego, New York, Chicago

OM614 covers gynecology, andrology, pediatrics, and gerontology.

OM615 Acupuncture Therapeutics 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM613 **Concurrent:** None

**Location:** San Diego, New York, Chicago

OM615 covers psychology, cardiology, neurology, and nephrology.

OM616 Acupuncture Therapeutics 4

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM613 **Concurrent:** None

**Location:** San Diego, New York, Chicago

OM616 covers dermatology, oncology, immunology, and miscellaneous disorders.

# MSAcCHM PROGRAM: 0M651-653 AND 0M704-705 DIAGNOSIS AND TREATMENT OF DISEASE 1-5

OM651 initiates a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical

thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both.

Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing the cognitive skills necessary for the practice of integrative medicine.

OM651 Diagnosis and Treatment of Disease 1

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB516, OM514, WS550 **Concurrent:** HB621

**Location:** San Diego, New York, Chicago

Diagnosis and Treatment of Disease 1 initiates a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine.

OM652 Diagnosis and Treatment of Disease 2

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB621, OM651 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Diagnosis and Treatment of Disease 2 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based

instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course addresses hepatic, neurologic, and dermatologic disorders.

OM653 Diagnosis and Treatment of Disease 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB621, OM651 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Diagnosis and Treatment of Disease 3 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course addresses gynecologic disorders.

OM704 Diagnosis and Treatment of Disease 4

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** OM651, HB621 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Diagnosis and Treatment of Disease 4 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the



relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course addresses oncologic, immunologic, and psychiatric disorders.

**OM705** Diagnosis and Treatment of Disease 5

**Units:** 3 didactic

Hours: 45 academic

Prerequisite: HB621, 0M651 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Diagnosis and Treatment of Disease 5 is part of a five-course series on the diagnosis and treatment of disease by integrating Chinese and biomedicine. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning. Through case study, students see the relevance of the material and can place it in context. Critical thinking and self-directed learning are hallmarks of a professional and are among the most important skills imparted to our students. This series requires practice and refinement of both. Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, ophthalmology, oncology, gynecology, dermatology, and subspecialties. Diseases will be studied from the perspective of biomedicine, Chinese medicine, and community resources. The student will develop the ability to analyze patient care, including special care needs and concerns of the seriously ill within the population, from the perspective of integrative, patient-centered medicine. The emphasis of this series is on developing cognitive skills for the practice of integrative medicine. This course covers renal, geriatric, ophthalmologic, and pediatric disorders.

#### CHINESE MEDICINE SPECIALTY COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BT124	Taiji/Qigong	1.5	30.0	None	None
BT130	Tui Na Hand Techniques	1.5	30.0	None	None
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None

Certain specialty courses are required to be included in Chinese medicine curriculum standards. These courses introduce associated techniques including massage and exercise that may be integrated into acupuncture or massage practice. Some or all of these courses may be part of certificate or associate degree programs as well.

BT124 Taiji/Qigong

**Units:** 1 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

Self-cultivation is an essential component of East Asian medicine. The practices of taiji and qigong enhance one's health and further the awareness of the integration of body, mind, and spirit. This course introduces the student to taiji and qigong forms and applications and provides the basic practical and theoretical framework necessary for further practice. Safety considerations will be a focus, including contraindicated conditions, specialty care, and care of seriously ill patients.

BT130 Tui Na Hand Techniques

**Units:** 1 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego, New York, Chicago

The traditional methods of Chinese physiotherapy, known as Chinese tui na massage, are taught to provide non-invasive methods of treating structural and soft tissue dysfunction. Qigong therapeutic exercises and meditation are also presented as part of the treatment process.

BT230 Tui Na Structural Techniques

**Units:** 1 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

**Prerequisite:** BT130 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course focuses on the therapeutic treatment protocols of tui na, incorporating acupuncture points and structural and soft tissue manipulation.



	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	MSAc Courses				
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None
	MSAcCHM Courses				
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None
HB514	Herbology 1	2.0	30.0	HB501	None
HB515	Herbology 2	2.0	30.0	HB501, OM512	None
HB516	Herbology 3	3.0	45.0	HB501, OM513	None
HB621	Herbology 4	3.0	45.0	HB516	None
HB622	Herbology 5	3.0	45.0	HB621	None
HB623	Herbology 6	3.0	45.0	HB621	None
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631	None
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	НВ623	None

Pacific College of Health and Science believes that herbal medicine represents one of the most powerful healing traditions in use today and that Chinese herbology specifically represents the most organized, consistent, and accessible herbal system available to us. In the master's and doctoral programs with Chinese herbal medicine specializations, herbology is an equal partner with acupuncture.

The fundamental principles of Chinese herbal medicine along with the individual herbs that constitute formulas are presented in the first academic phase. Second phase courses comprehensively present formulas and their modifications. As clinical assistants, students assemble bulk herb formulas prescribed by clinical interns under the supervision of licensed supervisors, thus reinforcing their classroom studies. Third phase courses present advanced topics of internal medicine and case studies.



### Student Advice:

The study of herbology represents a substantial portion of Pacific's curriculum. To help students assimilate the material required to utilize herbs, Pacific recommends the following:

- Study the class material prior to the class lecture. This will allow you to have your questions ready for clarification during class.
- Pay attention in class and use class time to assimilate as much as possible.
- Utilize the memory aids of previous students or create your own mnemonics. Tutors can be helpful; use them.
- Join a study group. The sense of camaraderie will inspire you to stay current with your studies, and it adds to the fun, too. It does not, however, substitute for individual study.
- Use your time in the clinic wisely. Pay attention to the herb formulas being prescribed to reinforce what you have learned in class.

**HB501** Introduction to Chinese Herbology

**Units:** 2 didactic

**Hours:** 30 academic

Prerequisite: OM511 Concurrent: None

**Location:** San Diego, New York, Chicago

This course is the first of a series that spans nearly the entirety of the DAcCHM and MSAcCHM programs. Just as Acupuncture Channels and Points 1 brings to life the tradition of acupuncture, Introduction to Chinese Herbology introduces its equal partner. This course presents the history and fundamental concepts of Chinese herbal medicine: nomenclature, categorization, basic botany, preparation and delivery methods, and safety issues.

HB514 Herbology 1

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** HB501 **Concurrent:** None

**Location:** San Diego, New York, Chicago

The materia medica series covers individual medicinal substances used in Chinese herbal medicine in great depth. Students learn the pin yin and Latin name of all herbs covered; functions and indications; cautions and contraindications; the relevance of entering channels; taste, temperature, and characteristics of herbs; and dosage ranges.

### HB515 Herbology 2

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** HB501, OM512 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course continues the presentation of the Chinese materia medica.

HB516 Herbology 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB501, OM513 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course completes the presentation of the Chinese materia medica.

HB621 Herbology 4

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB516 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course comprehensively presents Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. Students learn 1) the theories of the seven relations (mutual enhancement, etc.), 2) representative combinations, 3) theory of formula construction, 4) hierarchy of ingredients, 5) forms of administration (decoction, powders, pills, etc.), 6) Chinese and English names for each formula, 7) each ingredient and function in the formula, 8) the historical context and source texts discussed for each formula, 9) pattern and disease treated by each formula, 10) basic modifications for each formula, 11) methodology for understanding the construction and use of formulas the student has not encountered before (self-directed learning), 12) recognition of common traditional combinations present in many formulas, 13) modular understanding of formulas and "familial" relationships between formulas, and 14) application to case studies.

HB622 Herbology 5

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB621 Concurrent: None

**Location:** San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions.

HB623 Herbology 6

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB621 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. By using their knowledge of individual herbs, students are able to modify base formulas to create hundreds of new formulas. With this skill, the student is prepared to begin prescribing herbs in clinical internship. Pacific College of Health and Science's busy clinic has a complete herbal pharmacy with raw herbs as well as prepared "patent" formulas and granules.

### HB631, HB632, HB633 CHINESE HERBS AND INTERNAL MEDICINE 1-3

Chinese Herbs and Internal Medicine is a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology, and pharmacology will be presented to maximize therapeutic effects and minimize side-effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, i.e., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas.

HB631 Chinese Herbs and Internal Medicine 1

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB623 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 1 is the first part of a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, e.g., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the

relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas. This first course in the series presents common respiratory and gastrointestinal disorders, stroke, headache, multiple sclerosis, and others.

HB632 Chinese Herbs and Internal Medicine 2

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB631 Concurrent: None

**Location:** San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 2 is the second part of a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, e.g., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas. This second course in the series covers disorders from the specialties of mental health and obstetrics and gynecology.

HB633 Chinese Herbs and Internal Medicine 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB631 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 3 is the third and last part of a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, e.g., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas. This final course in the series presents disorders from dermatology, cardiology, and diabetes.



**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB623 Concurrent: None

**Location:** San Diego, New York, Chicago

This course is designed for the advanced student at the internship level. It presents protocols for the diagnosis and treatment for externally contracted cold-damage disorders and warm diseases. The first half of the course will be based on readings from the Shang Han Lun with discussion, commentary, and relevant prescriptions. The second half of the course will be based on Dr. Liu's Warm Disease: A Clinical Guide, with commentary and case histories from such Warm Disease School physicians as Ye Tianshi and Wu Jutong. Students will learn how to modify prescriptions based on disease progression. Acupuncture point prescriptions developed from the texts and later authors will also be discussed.

#### **DEPARTMENT OF BASIC AND BIOMEDICAL SCIENCES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	MSAc and MSAcCHM Courses				
BIO101	General Biology	2.5	45	None	None
BU612	Medical-Legal Report Writing	2.0	30.0	None	None
WS204	Biological Aspects of Physics	2.5	37.5	None	None
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1
WS525.L1	Anatomy and Physiology 1 Lab	1.0	45.0	None	WS521
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None
WS531	Pathophysiology 1	3.0	45.0	WS528	None
WS541a	Orthopedic Neurological Evaluation 1	2.0	45.0	WS528	None
WS542a	Orthopedic Neurological Evaluation 2	2.0	45.0	WS541a	None
WS632	Pathophysiology 2	3.0	45.0	WS528	None

WS651	Pharmacology	2.0	30.0	WS531, WS632	None
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None
WS656	Clinical Science	3.0	45.0	WS651	None
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550	None
	MSAcCHM ONLY Courses				
WS202	Medical Terminology	1.5	22.5	None	None

To responsibly and confidently practice Chinese medicine in the United States, a practitioner must understand the principles and procedures of modern science and medicine. For the health and safety of the patient, an acupuncturist must know the strengths and weaknesses of both modern and traditional systems. To create a successful practice and positively represent Chinese medicine in today's modern medical culture, a practitioner must have the ability to communicate in a knowledgeable and professional manner with all healthcare practitioners. Additionally, students must be able to recognize emergencies or other conditions requiring referral or therapies outside Chinese medicine. Students who fully appreciate this department will see the many ways in which biomedicine can be used to more effectively administer Chinese medicine, modern orthopedic exams and blood tests being only two of many examples.



#### Student Advice:

Some students have the misconception that, because they are studying Eastern medicine, they don't need to learn and understand Western medicine (biomedicine). However, listen to what licensed practitioners say. When they are surveyed to see what topics they would like to study more in continuing education programs, they often say, "More biomedicine!" Pacific has one of the most comprehensive biomedical departments for this reason. Don't wait until you are licensed to realize how important the Department of Basic and Biomedical Sciences is. One of the mottos at Pacific is: "We are not studying just Chinese medicine or just biomedicine, we are studying medicine."

Try to assimilate the biomedical material as you go along through the program. Attempting to cram this material for the comprehensive or licensure exams is a difficult task. Study the class material prior to the class lecture. This will allow for greater assimilation during class. Pay attention in class; you will be glad you did.

**BIO101** General Biology

(General Education Course)

Units: 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago, Online

The goals of the Biology course are to familiarize the student with the basic biological processes common to all forms of life on our planet and help the student understand the biological basis of anatomy, physiology, and nutrition. The course will focus on two important areas: 1) the fundamentals of biological structures (cell chemistry and structure), and the processes that maintain cellular integrity (basic principles of metabolism, including respiration and photosynthesis), and 2) the diversity of life forms and their organization, with units focusing on plants. A laboratory component of the course may solidify the academic material with some hands-on experience relating to the lecture topics.

**BU612** Medical-Legal Report Writing

**Units:** 2 didactic

**Hours:** 30 academic

Prerequisite: None Concurrent: Intern

**Location:** San Diego, New York, Chicago

Medical-Legal Report Writing is designed to both introduce and develop the writing and cognitive skills necessary for the practicing acupuncturist to communicate effectively with medical professionals (i.e., interprofessional communication), qualified medical examiners (QMEs), case managers, insurance adjustors, and medical benefit payers. Students will develop knowledge of workers compensation/labor codes and procedures and how to manage cases through effective report writing.

WS202 Medical Terminology

(Applied General Education Course)

**Units:** 1.5 didactic

**Hours:** 22.5 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

Medical terminology describes the anatomy, physiology, and pathology of the body in precise terms. This class increases the student's ability to access a broad range of medical literature and communicate with healthcare professionals.

WS204 Biological Aspects of Physics

(Applied General Education Course)

**Units:** 2.5 didactic

**Hours:** 37.5 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

This course presents the principles of mechanics, hydrodynamics, electricity, and thermodynamics applied to biology, with emphasis on their relationships in human physiology. Attention is called to the connection between biophysical phenomena and human health and medicine.



#### Student Advice:

We have observed that students who avoided the biosciences in their undergraduate training occasionally view the above courses with trepidation. Fortunately, we have good news for you. Our students find these courses to be accessible, very interesting, and often among their favorite subjects.

WS207 Survey of Biochemical Principles

(General Education Course)

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** BIO101, CHEM101 **Concurrent:** None

**Location:** San Diego, New York, Chicago, Online

The basic principles of biochemistry are introduced with their applications to physiological functions.

**WS506** Eastern and Western Nutrition

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB501, WS207 **Concurrent:** None

**Location:** San Diego, New York, Chicago, Online

This course introduces Chinese medicine and bioscience-based nutritional systems. Medicinal recipes using Chinese herbs are presented and may be prepared in class. Modern principles of nutrition and the use of vitamins, minerals, and other supplements as therapeutic modalities are presented.

WS521 Anatomy and Physiology 1

(General Education Course)

**Units:** 2.5 didactic

**Hours:** 37.5 academic

**Prerequisite:** None **Concurrent:** WS525.L1

**Location:** San Diego, New York, Chicago

Anatomy and Physiology 1 comprehensively presents the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course, in conjunction with its paired lab, WS525.L1 Anatomy and Physiology Lab 1, provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS525.L1 Anatomy and Physiology 1 Lab

Units: 1 lab

**Hours:** 30 academic

**Prerequisite:** None **Concurrent:** WS521

**Location:** San Diego, New York, Chicago

Anatomy and Physiology Lab 1 is the paired lab for WS521 Anatomy and Physiology 1. Students develop practical skills including palpation and identification of bony and muscular structures as well as major anatomical landmarks. Together, the two courses comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. These courses provide the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS515 Anatomy and Physiology 2

(General Education Course)

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO101, WS521, WS525.L1 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course focuses on the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body.

WS527 Anatomy and Physiology 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** WS515 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Anatomy and Physiology 3 presents the gross anatomy, microscopic anatomy, and physiology of the cardiovascular, lymphatic, respiratory, and immune systems.

WS528 Anatomy and Physiology 4

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: WS515 Concurrent: None

**Location:** San Diego, New York, Chicago

Anatomy and Physiology 4 presents the gross anatomy, microscopic anatomy, and physiology of the digestive, genito-urinary, and reproductive systems, and additionally covers the physiology of metabolism and fluid and electrolyte balance.

WS531 Pathophysiology 1

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** WS528 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Pathophysiology 1 is part of a two-course series that builds on previous information learned in Human Anatomy and Physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests including, but not limited to, laboratory testing will be discussed. The courses present the description, etiology, microbiology, pathologic process, signs, symptoms, complications, and epidemiology of many common diseases. This course specifically covers inflammation, immune hypersensitivity disorders, immuno-deficiency states, microbiological, infectious, neoplastic, genetic, gastrointestinal, respiratory, and musculoskeletal disorders.

WS632 Pathophysiology 2

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: WS528 Concurrent: None

**Location:** San Diego, New York, Chicago

Pathophysiology 2 is part of a two-course series that builds on previous information learned in human anatomy and physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The courses present the description, etiology, microbiology, pathologic process, signs, symptoms, complications, and epidemiology of many common diseases. This course specifically covers the hematopoietic, cardiovascular, urinary, reproductive, endocrine, nervous, psychopathological, and integumentary systems.

WS541a Orthopedic Neurological Evaluation 1

Units: 1 didactic, 1 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** WS528 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course has two parts: neurological examination and the study of the biomechanics of the human body. Students will learn how to test the neurological systems including dermatome testing, muscle testing, deep tendon reflexes, functional assessment, etc. Biomechanics is the study of the body in terms of mechanical structure and analysis of body motion and posture. This part of the course will teach the student to understand normal mechanics of the joints of the human body in order to better understand injury and/or disease of the joints, which will be taught in Orthopedic Neurological Evaluation 2.

WS542a Orthopedic Neurological Evaluation 2

**Units:** 1 didactic, 1 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** WS541a **Concurrent:** None

**Location:** San Diego, New York, Chicago

Students learn to perform orthopedic examinations including palpation, range of motion, and specific muscle and joint tests. Students also learn the components of a functional assessment and procedures for ordering diagnostic imaging.

WS651 Pharmacology

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** WS531, WS632 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course provides the student with pharmacological principles, terminology, and the use of drug references. The concepts enable the student to understand the application of pharmaceuticals. Understanding, preventing, and recognizing treatment contraindications and complications such as drugherb interactions are important components of the course.

WS652a Physical Exam

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** WS531, WS632 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Students learn to apply modern biomedical physical examinations and functional assessments.

WS656 Clinical Science

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** WS651 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Clinical Science applies pathophysiology in a clinical context. The focus of this course is on developing a comprehensive history of presenting illness through identifying the signs and symptoms of disease, identifying appropriate diagnostic testing, formulating a differential diagnosis, and knowing treatment from a bioscience perspective including primary, secondary, and specialty care options.

WS840 Clinical Research Design and Statistics

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** WS550 **Concurrent:** None

**Location:** San Diego, Chicago

Building on Foundations of Evidence-Informed Practice, students will delve into the proper inductive methods for acquiring and validating clinical knowledge. The course presents the principles of experimental research design and statistics. It is designed to give acupuncturists an understanding of valid research and an appreciation of its importance to our profession. From placebo to experiments to proof, this course will challenge how students determine what is true.

#### DEPARTMENT OF CLINICAL PRACTICE

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	DAc/MSAc and DAcCHM/MSAcCHM Courses				
BU611	Practice Management and Ethics	3.0	45.0	None	None
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None

CL501	Introduction to Clinical Observation	1.0	15.0	None	None
CL502	Introduction to Associate Internship	1.0	15.0	CL532 or CL532a	None
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None
	DAc/MSAc ONLY Courses				
CL531a	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid
CL532a	Clinical Assistantship 1	2.0	60.0	OM613	AC511a
CL533a	Clinical Assistantship 2	2.0	60.0	AC505a, AC511a, CL532a, HB514	None
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502	None
CL542a	Associate Internship 2	2.0	60.0	CL541a	None
CL651a	Senior Internship 1	2.0	60.0	CL542a	None
CL652a	Senior Internship 2	2.0	60.0	CL542a	None
CL653a	Senior Internship 3	2.0	60.0	AC613a, CL542a, WS652a	None
CL654a	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL655a	Senior Internship 5	2.0	60.0	AC613a, CL542a, WS652a	None
CL656a	Senior Internship 6	2.0	60.0	CL653a	None
CL657a	Senior Internship 7 (DAc only)	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
	DAcCHM/MSAcCHM ONLY Courses				
CL531	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid
CL532	Clinical Assistantship 1	2.0	60.0	AC504a, BT130, CL211, CL531, HB501	AC511a
CL533	Clinical Assistantship 2	2.0	60.0	AC505a, AC511a, CL532a, HB514	None
CL541	Associate Internship 1	2.0	60.0	AC512a, CL502, CL533	None
CL542	Associate Internship 2	2.0	60.0	CL541	CL503
CL543	Associate Internship 3	2.0	60.0	CL542	None
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	CL211	CL543 or any of CL651- CL659
CL651	Senior Internship 1	2.0	60.0	CL543, CL612a, OM651, WS652a, 2 of: [OM652, OM653, OM704]	None

CL652	Senior Internship 2	2.0	60.0	CL543, CL612a, OM651, WS652a, 2 of: [OM652, OM653, OM704]	None
CL653	Senior Internship 3	2.0	60.0	CL543, CL612a, OM651, WS652a, 2 of: [OM652, OM653, OM704]	None
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None

The students and staff of Pacific College of Health and Science take so much pride in their clinical services that they have created their own mission statement: "We, the Pacific College of Health and Science Clinic, a nationally recognized educational facility, provide:

- Exemplary clinical training for our students
- Supportive services for our staff
- Personalized Chinese medical treatments for our patients... so that each can experience a high degree of satisfaction."

The Department of Clinical Practice provides practical and theoretical clinical experience and case evaluation. Doctoral and master's students enter the clinic in the second term. Students who like to learn by doing find this early clinical training to be an advantage.

Upon completing observation and assistantship, associate interns team up with senior interns to provide all the services expected at a Chinese medicine clinic. By the end of this phase, students will have practiced non-invasive and needling techniques of Chinese medicine. They will have conducted numerous evaluations of patients. Students can also take advantage of the specialty clinics at our affiliated hospitals and integrative clinics. Students are now ready to enter senior internship. In this year, clinic and classroom experience and research combine as powerful teaching tools. Intern-acupuncturists will know when to refer to other specialists and when other specialists should refer to them. They will become more and more practiced in the art of healing with a wide range of medical tools. In short, they become a valuable part of society's healthcare system.

**BU611** Practice Management and Ethics

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

Pacific College of Health and Science recognizes and respects that students should realize a return on the time, money, and energy invested in their education. For any service to persist, medicine included, there must be mutual benefit for the parties involved. In most cases, patients must receive health and well-being from their relationship with the practitioner. In addition to the satisfaction of a job well done, in most cases the practitioner must receive money. Money is the most common medium for the exchange of our values and energy, and thus the student must practice good business and, more importantly, ethical behavior.

This hands-on class gives students a comprehensive view of the various office management, record-keeping, insurance billing and collection, and bookkeeping systems related to a Chinese medicine practice. Time is devoted to the study of the laws and regulations of acupuncture (municipal, state {California, and New York or Illinois as applicable}, and federal), as well as the professional and ethical responsibilities of being a primary care provider. Practice building techniques are introduced in this class, and students design a business plan to give themselves a head start in creating a successful practice. In addition to this course, Pacific College of Health and Science staff and guests regularly present workshops on issues related to building a successful career.

**CL211** Clinical Counseling 1: The Student

Units: 1 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

The clinical counseling program at Pacific College of Health and Science is based on the understanding that Chinese medicine recognizes the unity of the body, mind and spirit. Pacific College of Health and Science believes that the journey of healing is one shared by patient and practitioner. For some time, studies have indicated that a positive, caring patient-practitioner relationship encourages and supports the healing process. To be effective in this relationship requires that a student first understands oneself. That is a primary goal of Clinical Counseling 1. The course provides students with a variety of tools for self-evaluation and effective communication. It introduces basic and advanced skills for effective communication, thus enhancing the student's interviewing ability. It increases the student's understanding of the philosophy of Chinese medicine along with general psychology and its application to communication, patient relationships, and self-growth. This course is highly experiential. It both cultivates the student's sense of healing community and provides a supportive environment for self-discovery. It is highly recommended even for students who qualify for transfer credit.

**CL501** Introduction to Clinical Observation

**Units:** 1 didactic

**Hours:** 15 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

This course is a presentation and discussion of academic and clinical issues designed to maximize the value of a new clinical student's clinical observation and assistantship shifts.

**CL502** Introduction to Associate Internship

**Units:** 1 didactic

**Hours:** 15 academic

**Prerequisite:** CL532 or CL532a **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course is designed to maximize the value of associate internship by the following: case review; refinement of clinical techniques; communication skills; patient/practitioner relationship; assistant/intern relationship; and practitioner self-care.

**CL503** Associate Internship Grand Rounds

**Units:** 1 didactic

**Hours:** 15 academic

**Prerequisite:** CL502 **Concurrent:** None

**Location:** San Diego, New York, Chicago

Through the discussion of clinical cases, students will analyze treatment plans and principles of diagnosis. This course focuses on the "Four Examinations" and the clinical lessons in the Huang di Neijing, Su Wen (Yellow Emperor's Inner Canon, Basic Questions). Associate Intern Grand Rounds also addresses critical thinking and case management. Student presentation skills needed for grand rounds and presentation to supervisors are also reviewed.

# CL531, CL532, CL533 CLINICAL OBSERVATION AND ASSISTANTSHIP 1-2

## CL531a, CL532a, CL533a CLINICAL OBSERVATION AND ASSISTANTSHIP 1-2

During observation and assistantship, students become a valuable part of the college's clinical team. They assist interns and private practitioners by charting and assembling herb formulas (DAcCHM/MSAcCHM programs) and performing moxibustion, cupping, massage, and other non-invasive acupuncture techniques, as well as closely supervised needling. Assistants observe diagnosis and treatment procedures with experienced acupuncturists and begin to formulate their

own assessments. They describe and evaluate treatment rationales and keep a record of their activities for review and discussion. These courses and their instructional activities are closely coordinated with the Chinese medicine courses to ensure a valuable clinical experience.

# DAcCHM/MSAcCHM PROGRAMS ONLY

### **CL531** Clinical Observation

Units: 2 clinicalHours: 60 academic

**Prerequisite:** CL501, OM511 **Concurrent:** CPR/First Aid

Location: San Diego, New York, Chicago

Clinic courses reinforce classroom training. They motivate the student and provide context for what is being discussed in class or in outside reading. Observation familiarizes the student with all aspects of clinical procedures. Clinic courses encourage reflection on clinical decisions and provide balance to the more linear nature of the didactic portion of the program. Observers should strive to become fluent with the material presented in class and practiced in clinic. This is a necessary step in researching, problem-solving, and managing difficult cases as interns, and eventually as licensed acupuncturists.

Observers enter the clinic in possession of the basic theoretical knowledge necessary to benefit from the observation of clinical interactions between all the players. Students participate in supervised observation of the clinical practice of acupuncture and Chinese medicine with case presentations and discussion.

Clinical Observation contextualizes the student's didactic training and is the student's first step in the gradual acquisition of effective clinical skills. Students will gradually progress from relatively passive observers of patient care to more active participants as assistants. Along the way, students will watch and become familiar with a wide array of clinical skills. For example, they will examine the use of various acupuncture protocols, herbal formulas, and methods of physical examination. Moreover, they will reflect on the logical basis for clinical decisions and activities.

# CL532 Clinical Assistantship 1

Units: 2 clinicalHours: 60 academic

**Prerequisite:** AC504a, BT130, CL211, CL531, HB501 **Concurrent:** AC511a

**Location:** San Diego, New York, Chicago

Clinical Assistantship 1 contextualizes the student's didactic training and is a step in the gradual acquisition of effective clinical skills. Assistants become more active participants in the care of patients. Along the way, they observe, become familiar with, and eventually become competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Assistantship 1 and 2 should enhance

self-confidence and poise when working with patients and ready a student for the transition to Associate Internship.

## **CL533** Clinical Assistantship 2

Units: 2 clinical

**Hours:** 60 academic

**Prerequisite:** AC505a, AC511a, CL532, HB514 **Concurrent:** None

Location: San Diego, New York, Chicago

Clinical Assistantship 2 continues to contextualize the student's didactic training and is the next step in the gradual acquisition of effective clinical skills. Assistants at level 2 become more active participants in the care of patients, becoming more competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Clinical Assistantship 2 students grow in self-confidence and poise when working with patients and become prepared for the transition to Associate Internship. By the end of their Assistantship, students are ready to gradually apply clinical procedures, practices, and prescriptions based on standard clinical references. While the senior Assistant has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "text-book approaches" to "text-book cases."

# DAc/MSAc PROGRAMS ONLY

## CL531a Clinical Observation

**Units:** 2 clinical

**Hours:** 60 academic

**Prerequisite:** CL501, OM511 **Concurrent:** CPR/First Aid

Location: New York, Chicago

Clinic courses reinforce classroom training. They motivate the student and provide context for what is being discussed in class or in outside reading. Observation familiarizes the student with all aspects of clinical procedures. Clinic courses encourage reflection on clinical decisions and provide balance to the more linear nature of the didactic program. Observers should strive to become fluent with the material presented in class and practiced in clinic. This is a necessary step in researching, problem-solving, and managing difficult cases as interns, and eventually as a licensed acupuncturist.

Observers enter the clinic in possession of the basic theoretical knowledge necessary to benefit from the observation of clinical interactions between all the players. Students participate in supervised observation of the clinical practice of acupuncture and Chinese medicine with case presentations and discussion. Clinical Observation contextualizes the student's didactic training and is the student's first step in the gradual acquisition of effective clinical skills. Students will gradually progress from relatively passive observers of patient care to more active participants as an assistant. Along the way, students will watch and become familiar with a wide array of clinical skills. For example, they will

examine the use of various acupuncture protocols and methods of physical examination. Moreover, they will reflect on the logical basis for clinical decisions and activities.

# **CL532a** Clinical Assistantship 1

**Units:** 2 clinical

**Hours:** 60 academic

**Prerequisite:** AC504a, BT130, CL211, CL531a, HB501 **Concurrent:** AC511a

Location: New York, Chicago

Clinical Assistantship 1 contextualizes the student's didactic training and is a step in the gradual acquisition of effective clinical skills. Assistants become more active participants in the care of patients. Along the way, they observe, become familiar with, and eventually become competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Assistantship enhances self-confidence and poise when working with patients and readies students for the transition to Associate Internship.

## CL533a Clinical Assistantship 2

Units: 2 clinical

**Hours:** 60 academic

**Prerequisite:** AC511a, AC505a, CL532a, HB514 **Concurrent:** None

Location: New York, Chicago

Clinical Assistantship 2 contextualizes the student's didactic training and the next step in the gradual acquisition of effective clinical skills. Assistants at level 2 become more active participants in the care of patients, becoming more competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Clinical Assistantship 2 students grow in self-confidence and poise when working with patients and become ready for the transition to Associate Internship. By the end of their Assistantship, students are prepared to gradually apply clinical procedures, practices, and prescriptions based on standard clinical references. While the senior Assistant has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "text-book approaches" to "text-book cases."

CL541, CL542, CL543 ASSOCIATE INTERNSHIP 1-3 Cl541a, CL542a ASSOCIATE INTERNSHIP 1-2 Associate Internship transitions students from the role of assistant to primary care provider. Associate interns perform all the acupuncture activities of a senior intern, i.e., assessment and treatment of a patient, but as a partner with a senior intern. This provides continued instruction from licensed supervisors as well as the senior intern. Associate interns receive credit for patients co-treated with senior interns.

# DAcCHM/MSAcCHM PROGRAMS ONLY

**CL541** Associate Internship 1

**Units:** 2 clinical

**Hours:** 60 academic

**Prerequisite:** AC512a, CL502, CL533 **Concurrent:** None

Location: San Diego, New York, Chicago

Associate Internship 1 (AI1) provides a gradual transition from Clinical Assistant into Internship. That is, while the AI has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "text-book approaches" to "text-book cases." The AI experience should enhance the self-confidence and poise to work independently, while providing the security and support of a team. The first AI shift (AI1) is designed to be a Practitioner Clinic experience on campus. Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients.

# CL542 Associate Internship 2

Units: 2 clinicalHours: 60 academic

Prerequisite: CL541 Concurrent: CL503

**Location:** San Diego, New York, Chicago

Associate Internship 2 (AI2) integrates students theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI2s experience patients with a variety of health complaints and assist in delivering care in a supervised environment where learning can be accomplished without fear of treatment failure. AI2 students also experience a constructively critical environment where students are challenged to use and defend their clinical reasoning.

## CL543 Associate Internship 3

Units: 2 clinical

**Hours:** 60 academic

**Prerequisite:** CL542 **Concurrent:** None

Location: San Diego, New York, Chicago

Associate Internship 3 (AI3) will provide a transition from Associate Internship to Internship. The AI3 experience should enhance self-confidence and poise to work independently, while providing the security and support of a team. The third AI shift (AI3) is ideally with a graduating senior intern. The AI3 may be paired with a Level III Senior Intern with the goal of taking over the graduating Intern's cases. In addition to providing better continuity of patient care, this allows the AI3 access to information and guidance from someone with direct experience of any idiosyncrasies within each case.

Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI3s will deliver care in a supervised environment where learning can be accomplished without fear of treatment failure. The clinic is a constructively critical environment where students are challenged to use and defend their clinical reasoning.

# DAc/MSAc PROGRAMS ONLY

## **CL541a** Associate Internship 1

Units: 2 clinical

**Hours:** 60 academic

**Prerequisite:** AC512a, CL502 **Concurrent:** None

Location: New York, Chicago

Associate Internship 1 (AI1) will provide a gradual transition from Clinical Assistant into Internship. That is, while the AI has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in "textbook approaches" to "textbook cases." The AI experience should enhance the self-confidence and poise to work independently, while providing the security and support of a team. The first AI shift (AI1) is designed to be a practitioner clinic course on campus. Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients.

# CL542a Associate Internship 2

**Units:** 2 clinical

**Hours:** 60 academic

**Prerequisite:** CL541a **Concurrent:** None

Location: New York, Chicago

Associate Internship 2 (AI2) integrate their theoretical and practical knowledge of Chinese Medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western



diagnostic procedures when evaluating patients and forming a diagnosis. AI2's experience patients with a variety of health complaints and assist in delivering care in a supervised environment where learning can be accomplished without fear of treatment failure. Associate Internship 2 students experience a constructively critical environment where students are challenged to use and defend their clinical reasoning.

#### CL612a **Clinical Counseling 2: The Patient**

(DAcCHM/MSAcCHM PROGRAMS ONLY)

**Units:** 1 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

**Prerequisite:** CL211 **Concurrent:** CL543 or any of CL651-CL659

Location: San Diego, New York, Chicago

This second course in the clinical counseling series presents specific counseling skills applying the principles of humanistic psychology and motivational interviewing. It also continues the student's development of the characteristics that benefit the patient/practitioner relationship. In this course, students are provided an opportunity to apply psychosocial assessments and to share cases that are challenging from a counseling perspective, or cases that challenge the student's confidence, belief systems, or ability to practice at an optimal level.

# CL651, CL642, CL643, CL654, CL655, CL656, CL657, CL658, CL659 SENIOR INTERNSHIP 1-9 CL651a, CL642a, CL643a, CL654a, CL655a, CL656a, CL657a SENIOR INTERNSHIP 1-7

Over two years of study and practice are challenged and refined by treating real patients in senior internship. Across three terms, students are guided to develop and maintain the highest standards of professionalism and responsibility for patients until such standards become habits. The development of these positive character traits will ensure the acupuncturist's acceptance in today's culture. From close supervision at the beginning of senior internship until gradual, relative independence, the senior intern always has the finest licensed practitioners available for supervision or consultation. While closely guided in the first few months of internship, senior interns are always expected to think for themselves and to present diagnoses and treatment plans for review and critique.

Senior internship is not the beginning of learning at Pacific College of Health and Science, but the culmination. It is a time when textbook cases become living, breathing human beings with needs, pains, and concerns. It is a time to apply the compassion produced by an abundance of knowledge, confidence, and self-esteem developed in the classroom. Senior intern activities include the formulation of diagnosis, treatment plan, and prognosis, and the implementation of treatment for a wide variety of individual patients. Referral is never ignored as a possibility. While functioning under the auspices of the college, Senior interns assume, in spirit, responsibility for individual

patients under their care. Interns must utilize the appropriate forms of treatment, which may include acupuncture, herbs, massage, nutrition, exercises, and lifestyle modifications. While in the clinic, interns utilize their support staff, which includes clinical assistants, associate interns, massage therapists, administrative staff, and of course, the licensed supervisors and outside referral options.

# DAcCHM/MSAcCHM PROGRAMS ONLY

# CL651 Senior Internship 1

**Units:** 2 clinical

Hours: 60 academic

Prerequisite: CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704] Concurrent: None

Location: San Diego, New York, Chicago

## CL652 Senior Internship 2

**Units:** 2 clinical

Hours: 60 academic

**Prerequisite:** CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704] **Concurrent:** None

Location: San Diego, New York, Chicago

# **CL653** Senior Internship 3

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704] Concurrent: None

Location: San Diego, New York, Chicago

# CL654 Senior Internship 4

Units: 2 clinical

**Hours:** 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

## CL655 Senior Internship 5

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL656 Senior Internship 6

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL657 Senior Internship 7

Units: 2 clinical

**Hours:** 60 academic

Prerequisite: CL651, 2 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL658 Senior Internship 8

Units: 2 clinical

**Hours:** 60 academic

Prerequisite: CL651, 2 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

CL659 Senior Internship 9

**Units:** 2 clinical

Hours: 60 academic

Prerequisite: CL651, 2 of: [HB631, HB632, HB633] Concurrent: None

Location: San Diego, New York, Chicago

DAc/MSAc PROGRAMS ONLY

CL651a Senior Internship 1

**Units:** 2 clinical

**Hours:** 60 academic

**Prerequisite:** CL542a **Concurrent:** AC613a, WS652a, 1 of: [0M614, 0M615, 0M616]

Location: New York, Chicago

CL652a Senior Internship 2

Units: 2 clinical

Hours: 60 academic

**Prerequisite:** CL542a **Concurrent:** AC613a, WS652a, 1 of: [0M614, 0M615, 0M616]

**Location:** New York, Chicago

CL653a Senior Internship 3

Units: 2 clinical

**Hours:** 60 academic

Prerequisite: CL542a, AC613a, WS652a Concurrent: 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL654a Senior Internship 4

Units: 2 clinical

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] Concurrent: None

Location: New York, Chicago

CL655a Senior Internship 5

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: CL542a, AC613a, WS652a Concurrent: 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL656a Senior Internship 6

Units: 2 clinical

**Hours:** 60 academic

**Prerequisite:** CL655a **Concurrent:** CL655a1 of: [OM614, OM615, OM616]

Location: New York, Chicago

#### CL657a **Senior Internship 7**

Units: 2 clinical

**Hours:** 60 academic

Prerequisite: CL653a **Concurrent:** 1 of: [OM614, OM615, OM616]

Location: New York, Chicago



# Student Advice:

Internship patients are easily acquired in Pacific's busy clinic by any student who adopts a professional attitude toward their patients and the clinical experience and demonstrates a willingness to promote the benefits of Chinese medicine. This means always showing up for your clinic shift, dressing neatly and cleanly, checking up on your patients between visits to see how they are responding to treatment, and telling friends and acquaintances about your clinical practice. It is not surprising that, when interns follow this advice, the patients they see during their internship form the foundation of their private practice when they become licensed acupuncturists. Take care of your patients and they will take care of you.

### LICENSURE PREPARATION COURSES

	COURSE	UNITS	CRED HRS	PREREQ	LOCATION
OM642	Licensure Exam Preparatory Course	3.0	45	None	San Diego
OM643	Licensure Exam Preparatory Course	1.0	15.0	None	Chicago and New York

**OM642 Licensure Exam Preparatory Course** 

**Units:** 3 didactic

Hours: 45 academic

Concurrent: None Prerequisite: None

**Location:** San Diego

This course is designed to highlight subjects and methods that lead to success on the California Acupuncture Licensing Examination (CALE) and the national certification exams. It is a required course for all San Diego campus DAcCHM and MSAcCHM students whether or not they choose to sit for the CALE. The course includes a mock CALE experience with feedback on how each student should prepare for the actual exam. Outside approved review courses may be taken to fulfill this requirement and are entered as transfer credit

once documentation of completion is submitted to the registrar. See your student advisor or registrar for a list of approved courses.

OM643 Licensure Exam Preparatory Course

**Units:** 1 didactic

**Hours:** 15 academic

Prerequisite: None Concurrent: None

**Location:** Chicago, New York

This course is designed to prepare students for the modules of the NCCAOM examination. Through the successful completion of this course, each student will become familiar with the NCCAOM exam and the exam preparation process.

### **STUDY SKILLS COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
SSP101	Study Skills 1: Basic Skills	0.0	0.0	None	None
SSP111	Study Skills 2: Channels and Points	0.0	0.0	None	None
SSP121	Study Skills 3: Single Herbs	0.0	0.0	None	None

SSP101 Study Skills 1: Basic Skills

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

The primary goal of this study skills class is to build basic study skills necessary to complete Pacific College of Health and Science's MSAcCHM and DAcCHM classes, the Pacific College of Health and Science comprehensive exams, and the national and state licensing exams. This class will cover effective ways to study and understand the information taught in all the classes at Pacific College of Health and Science, with special focus on organization and time management in addition to input of the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying.

SSP111 Study Skills 2: Channels and Points

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

The primary goal of this study skills class is to reinforce the core knowledge necessary to pass Pacific College of Health and Science's acupuncture classes, the Pacific College of Health and Science comprehensive exams, and the national and state licensing exams. This class will cover effective ways to study and understand the information taught in the acupuncture channels and points classes, with special focus on organization and time management in addition to the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying. Time will also be spent going over basic material learned in previous points classes, as well as point location.

SSP121 Study Skills 3: Single Herbs

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

The primary goal of this study skills class is to reinforce the core knowledge necessary to pass Pacific College of Health and Science's herbology classes, the Pacific College of Health and Science comprehensive exams, and the national and state licensing exams. This class will cover effective ways to study and understand the information taught in the first four Herbology classes, with special focus on organization and time management in addition to input of the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying. Time will also be spent going over basic material learned in previous herbology classes, as well as herb identification.

## SPECIALTY ELECTIVES

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
SE410	Health Care Disparities	1.0	15.0	None	None
SE511	Medical Chinese 1/Medical Chinese Language	3.0	45.0	None	None
SE512	Medical Chinese 2	3.0	45.0	SE511	None
SE551	Integrative Medicine Preceptorship	1.0	30.0	CL541, CL542	CL543, 1 of CL651-CL656
SE602	Emotional and Spiritual Healing in Asia	3.0	45.0	None	None
SE629	Topical Herbs and Patent Medications	3.0	45.0	HB516	None
SE630	Advanced Treatment of Orthopedic Disorder	2.5	45.0	AC613a	None

SE644	Facial Acupuncture Techniques	3.0	45.0	None	AC611a
SE646	Pulse Diagnosis in Chinese Medicine	3.0	45.0	None	None
SE647	Facial Rejuvenation	1.5	30.0	None	None
SE649	The Classics: Huang Di Nei Jing	1.0	15.0	2 <sup>nd</sup> Year Comprehensive Exam	None
SE650	Introduction to Kiiko Matsumoto Acupuncture 1	2.0	45.0	AC611a	None
SE654	Shiatsu for Acupuncturists	2.0	45.0	AC506a	None
SE660	Japanese Acupuncture	3.0	45.0	None	None
SE661	Five Element Theory	3.0	45.0	1 <sup>st</sup> Year Comprehensive Exam	None
SE662	Introduction to Japanese Acupuncture	3.0	45.0	None	None
SE662a	Japanese Acupuncture 1	2.5	45.0	CL542	None
SE663a	Japanese Acupuncture 2	2.5	45.0	SE662a	None
SE666	Japanese Acupuncture 3	2.5	45.0	SE663a	None
SE670	Master Tung's Acupuncture	3.0	45.0	AC611a	None
SE672	Myology of Trigger Points	2.5	45.0	AC611a, WS542a	None
SE673	Face Reading	3.0	45.0	AC611a	None
SE680	Korean Hand Therapy	2.5	45.0	1 <sup>st</sup> Year Comprehensive Exam	None
SE690	Medical Qigong	3.0	45.0	AC605a, AC609, WS542a	None

Students are afforded the opportunity to expand and refine their areas of interest by elective coursework. 45 hours are required, which, depending on the course, may be 2-3 units. Any would fulfill the graduation requirement, though a course with less than 3 units will result in the student graduating with fewer credits.

The following are courses that have recently been offered. Electives vary by campus. Electives with the same or similar names may vary in content.

SE410	Health Card	e Disparities
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**Units:** 1 didactic

**Hours:** 15 academic

Prerequisite: None Concurrent: None

**Location:** Online (San Diego, Chicago, New York)

This course examines the connection between race and health outcomes. It explores determining factors of health such as patterns in demography; social environmental factors such as social class; racial and spatial segregation; and the ways in which they contribute to inequalities in health, and how health behavior is impacted.

SE511 Medical Chinese 1/Medical Chinese Language

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online (San Diego, Chicago, New York)

This course presents a foundational study of medical Chinese language. It prepares students to comprehend reading materials of acupuncture and herb medicine in modern Chinese. Pronunciation is introduced, but the emphasis is on reading and understanding.

SE512 Medical Chinese 2

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** SE511 **Concurrent:** None

**Location:** Online (San Diego, Chicago, New York)

Students begin using a dictionary and doing simple translations.

SE551 Integrative Medicine Preceptorship

Units: 1 lab

**Hours:** 30 academic **Prerequisite:** CL541, CL542

**Concurrent:** CL543 or one of CL651-656, attend all orientations including new semester and safety re-training as

required

**Location:** San Diego

Integrative medicine preceptorship 1 provides an opportunity for students to apply their theoretical and practical knowledge of Chinese medicine in a healthcare system. Students will be exposed to patients with a variety of health complaints and assist licensed acupuncturists in delivering care in a supervised integrative medicine environment. Students will have the opportunity to apply Chinese medicine and biomedical diagnostic procedures during the evaluation of patients and forming a diagnosis. Preceptorship will be a constructively critical environment where students are challenged to use and defend their clinical reasoning.

Each practitioner must achieve a method for establishing an approach to therapy. This method includes self-directed research of literature and outside consultation, and the establishment of a working diagnosis and treatment plan. This method should also include rational ways of measuring clinical success, perceiving clinical efficacy, and establishing prognoses. Students will learn and apply outcome measures in patient case management. In short, students will develop clinical problem-solving skills and self-directed learning methods that will ensure continued clinical development throughout their careers.

SE602 Emotional and Spiritual Healing in Asia

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course is an introduction to various indigenous Asian models of emotional and spiritual healing. Students will develop an understanding of the history and basic theories in Confucianism, Daoism, and Buddhism; identify and utilize classical and original source reading related to emotional and spiritual healing in Asia; analyze traditional models of mind function and structure; understand and compare contemporary models of emotional healing in Asia; and practice various methods of mindfulness, meditation, and self-reflection.

SE629 Topical Herbs and Patent Medications

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB516 Concurrent: None

**Location:** New York

This course covers the history and modern clinical usage of topical herbal preparations and Chinese patent medications. Various forms of herbal products available are covered, as well as their dosage, applications, and contraindication. Manufacture processes, quality control, import, and brands are also covered. The goal is for the student to have a well-rounded understanding of the use of topical herb products and patents in practice and theory.

SE630 Advanced Treatment of Orthopedic Disorder

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC613a **Concurrent:** None

**Location:** San Diego

This course continues the study of diagnosis and treatment of orthopedic disorders. It will expand upon the practices and diagnostic skills learned in Treatment of Orthopedics, in addition to covering the stages of

traumatic injury and the treatment strategies within each stage. Students learn to use acupuncture techniques, myofascial release, and herbal medicine (both internal and external formulas) to treat the various traumatic stages. In addition, this class will start to look at postural body reading and sinew channel assessment to help students effectively diagnose the underlying imbalances causing chronic pain and dysfunction and prescribe proper exercises to address these assessments.

**SE644** Facial Acupuncture Techniques

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** AC611a **Concurrent:** None

**Location:** New York

This course will introduce students to different approaches to aging skin and how to rejuvenate the face from the inside out, using different acupuncture techniques, facial massage, topical and internal herbal preparations, functional medicine, and lifestyle changes. This course is on the American Acupuncture Council's List of "Approved Courses" for Certification in Facial Rejuvenation and coverage at no extra cost. A copy of your transcripts is needed as proof of completion. A Certificate in Facial Rejuvenation can be awarded by PCHS NY upon successful completion (minimum grade of B).

SE646 Pulse Diagnosis in Chinese Medicine

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** New York

In this class, we will integrate both didactic and practical exercises to learn and become more comfortable with pulse diagnosis in Chinese medicine, focusing primarily on the tradition that culminates in the Bin Hu Mai Xue (Lakeside Master's Study of the Pulse) by Li Shizhen. Students will learn how to correctly identify the forms, understand the pathomechanisms that lead to the different pulses, and look at representative samples of the different patterns indicated by each pulse form. We will also explore special topics such as the pulses in connection with the 8 extraordinary channels, the pulse in pediatrics, and gynecology. In addition, we will examine the origins of Chinese pulse diagnosis in the Huang Di Nei Jing and the Nan Jing, and compare the system studied to that used in other medical traditions.

**SE647** Facial Rejuvenation

**Units:** 1 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

**Prerequisite:** AC611a, AC633 **Concurrent:** None

**Location:** San Diego

This course explores the aging process and other reasons for facial disharmony and introduces techniques including acupuncture, Chinese herbs, micro-needling, massage, and lifestyle therapy. Students will review anatomy, the physiology of aging, and the Chinese medicine patterns that lead to facial disharmony. Students will practice a variety of needling techniques and explore protocols to create individualized treatment plans.

SE649 The Classics: Huang Di Nei Jing

Units: 1 didactic

**Hours:** 15 academic

**Prerequisite:** 2<sup>nd</sup> Year Comprehensive Exam **Concurrent:** None

**Location:** Online (New York, Chicago, San Diego)

In this course, students will explore the teachings of nourishing life from the Huang Di Nei Jing. Class discussion topics include how Huang Di Nei Jing advocates for the unity of nature and humankind, the correspondence of nature and humankind, and the concept of human physiology, social phenomena, and ethics as a direct reflection of nature. The understanding of the relationship between nature and humankind in terms of Yin/Yang, Five Phases, and Six nature qi, will allow students to explore the wisdom of nourishing life, yang sheng, and apply it in clinical practice.

SE650 Introduction to Kiiko Matsumoto's Acupuncture 1

**Units:** 1 didactic, 1 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** AC611a **Concurrent:** None

**Location:** New York

This course focuses on developing the student's diagnostic and treatment skills with emphasis on palpation particular to Kiiko Matsumoto Style (KMS) acupuncture. Students will learn a systematic palpatory method of acupuncture which is designed to give instant feedback that leads to diagnosis and possible treatment approaches. Each class will delve deeply into the constitutional and/or structural imbalances to assist in a more complete and lasting healing. This holistic approach allows the KMS practitioner to help patients with the most complex issues. Practice during class of skills learned will continue to build and further reinforce the materials as the semester progresses. At the end of the course, students will be able to apply the practical components of this system in a clinical setting to treat some of the most common Zang-Fu disorders.

SE654 Shiatsu for Acupuncturists

Units: 1 didactic, 1 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** AC506a **Concurrent:** None

**Location:** New York

This course will present the classical and modern shiatsu theory. Finger pressure, stretching, and movement exercises that move energy through the meridians will help clients increase their energy and well-being.

SE660 Japanese Acupuncture

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** New York

Japanese acupuncture therapy, along with its unique methods of pulse and abdominal and channel palpation, is presented.

**SE661** Five Element Theory

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: successful completion of First Year Comprehensive Exam Concurrent: None

**Location:** San Diego

SE661 is an introduction to the body-mind-spirit approach of Five Element acupuncture. It starts students on a lifetime study of nature's cycles to utilize acupuncture as an extension of themselves to assist nature as a healing force.

SE662 Introduction to Japanese Acupuncture

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Chicago

This is an introductory course in Japanese meridian therapy (JMT), or keiraku chiryo. Students learn the fundamentals of non-insertion and degrees of superficial insertion needling, as well as direct moxibustion. Essential skills include palpatory diagnosis (with special focus on pulse), needling stance, proper use of hands (oshide/sashide), sensing the arrival of qi, reloading using the right hand, and use of supplementing, shunting/dispersing needle techniques. Students progress from four-pattern diagnosis to complex pattern recognition.

SE662a Japanese Acupuncture 1

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** CL542 **Concurrent:** None

**Location:** San Diego

SE662a and SE663a comprise a two-course series in Japanese acupuncture that presents diagnostic skills including pulse, abdominal and channel palpation, and treatment methods, along with theoretical paradigms.

SE663a Japanese Acupuncture 2

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** SE662a **Concurrent:** None

**Location:** San Diego

SE662a and SE663a comprise a two-course series in Japanese acupuncture that presents diagnostic skills including pulse, abdominal and channel palpation, and treatment methods, along with theoretical paradigms.

SE666 Japanese Acupuncture 3

Units: 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** SE663a **Concurrent:** None

**Location:** San Diego

Students learn to apply herbal formulas according to the Japanese kampo diagnosis and treatment principles learned in Japanese Acupuncture 1 and 2.

SE670 Master Tung's Acupuncture

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** AC611a **Concurrent:** None

**Location:** Chicago

This class will introduce students to the theory and practice of Master Tung's acupuncture. Students will learn frequently used Master Tung points, including their locations, functions, and combinations, to combat pain conditions and internal disease. We will review the theory that underpins this style of acupuncture to see how it can also be applied to Chinese medicine-style acupuncture. Students will be encouraged to use

Master Tung points in their clinical practice for simple, immediately effective treatments. We will also review case studies to discover how Master Tung's acupuncture can be used in a variety of presentations.

SE672 Myology of Trigger Points

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** AC611a, WS542a **Concurrent:** None

**Location:** New York

This course emphasizes the central role of palpation in acupuncture practice, a cornerstone of diagnosis and needle technique. It includes thorough instruction in the myology of trigger points and myofascial constrictions incorporating meridian acupuncture and the Travell trigger-point perspective. The course covers origin and insertion, and actions of the main muscles of the body, with a focus on location and palpation of each muscle's main trigger points, in such a way as to be able to place a tube correctly for needling each point. Palpation as communication and Informed Touch is also explored.

SE673 Face Reading

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** AC611a **Concurrent:** None

**Location:** San Diego

This course presents face reading and its application in Chinese medicine. Students will learn how to apply these concepts to facilitate transformation for themselves and their clients/patients. Students will also learn to observe changes in physical and emotional health on the face. Class assignments will prepare students to conduct a professional face reading, and how to present this information in a positive and beneficial way. Discussion will include applying this information within a healthcare plan.

SE680 Korean Hand Therapy

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** successful completion of First Year Comprehensive **Concurrent:** None

**Location:** San Diego

This course introduces students to the Korean hand therapy (KHT) system, history, and the tools needed to create an effective wellness prescription using KHT. In this course, students learn the Korean Hand Therapy system's 14 main meridian point locations (using Chinese medicine nomenclature) and their functions. Students will be introduced to Korean hand therapy treatment principles and proper application of this

microsystem (via acupressure or magnets) to address common ailments. Students also learn how to evaluate the efficacy of their treatments to improve future clinical outcomes.

SE690 Medical Qigong

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** AC605a, AC609, WS542a **Concurrent:** None

**Location:** New York

The principles and techniques of qigong therapy are practiced. The exercises of qigong encourage the balance of qi, which enhances health and healing. Qigong energy assessment can also enhance students' ability to make better diagnoses. The external qigong therapy can be used for many disorders and improve acupuncture's therapeutic effects. Specific exercises for patients are also taught in the class to empower self-care.

## NON-REQUIRED ELECTIVES

Pacific College of Health and Science offers a variety of non-required electives at each of its campuses based on unique faculty resources. Qualified doctoral and master's students may also apply to take courses from the undergraduate programs in Asian holistic health and massage. This is highly recommended, as we observe that practitioners who are experts in massage therapy build their practices more quickly. However, students should note that non-required electives and courses from the undergraduate programs are not calculated when determining Title IV financial aid eligibility. Once students have fulfilled their required electives, they may take additional doctoral and/or master's program elective courses at a discount. Contact the Office of the Registrar for qualifying courses and specific discount.

# MSAc FULL-TIME MODEL CURRICULUM, NEW YORK, AND CHICAGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1,2

OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None	-	1,2
BT124	Taiji/Qigong	1.5	30.0	None	None	-	-
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None	-	1,2
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1,2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1,2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1,2
BIO101	General Biology	2.5	45.0	None	None	-	1,2
	Total Units/Hours:	16.0	277.5				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1,2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1,2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1,2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	1,2
BT130	Tui Na Hand Techniques	1.5	30.0	None	None	-	1,2
CL531a	Clinical Observation	2.0	60.0	OM511, CL501	CPR/First Aid		1,2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1,2
	Total Units/Hours:	14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1,2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	None	-	1,2

BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None	-	1,2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1,2
WS550	Foundations of Evidence- Informed Practice	3.0	45.0	OM511	None	-	1,2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532a	-	1,2
CL532a	Clinical Assistantship 1	2.0	60.0	CL211, CL531a, HB501, AC504a, BT130	AC511a	-	1,2
	Total Units/Hours:	17.5	315.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1,2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1,2
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None	-	1,2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1,2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1,2
CL533a	Clinical Assistantship 2	2.0	60.0	AC511a, AC505a, CL532a	None	-	2
CL502	Introduction to Associate Internship	1.0	15.0	CL532a	None	-	2
	Total Units/Hours:	16.0	285.0				
					First Comprel	hensive Exa	ım
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502	None	1	2
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-

WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2
	Total Units/Hours:	15.0	285.0				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM613	Acupuncture Therapeutics	3.0	45.0	OM514, WS550	None	1	2
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None	1	2
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None	1	2
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	2
CL542a	Associate Internship 2	2.0	60.0	CL541a	None	1	2
	Total Units/Hours:	16.0	300.0				
	Second Comprehensive Exam			Prereq:	First Comprehe Sections		ı (All
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	-
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-

	Total Units/Hours:	9.0	195.0				
CL656a	Senior Internship 6	2.0	60.0	CL653a	CL655a, 1 of: [OM614 OM615, OM616]	1,2	-
CL655a	Senior Internship 5	2.0	60.0	CL653a	1 of: [OM614 OM615, OM616]	1,2	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1,2	-
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613	None	1	-
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
	Total Units/Hours:	14.0	270.0				
CL654a	Senior Internship 4	2.0	60.0	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	-
CL653a	Senior Internship 3	2.0	60.0	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	-
OM643	Licensure Exam Preparatory Course	1.0	15.0	None	None	1,2	-
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
BU611	Practice Management and Ethics	3.0	45.0	None	None	1	-
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	None	1	-
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
	Total Units/Hours:	16.0	322.5				
CL652a	Senior Internship 2	2.0	60.0	CL542a	AC613a, WS652a, 1 of: [OM614, OM615, OM616]	1,2	-
CL651a	Senior Internship 1	2.0	60.0	CL542a	1 of: [OM614, OM615, OM616] AC613a, WS652a	1,2	-

Total Program Units/Hours

133.5 2,505.0

# **MSAcCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO, NEW YORK, AND CHICAGO** *Subject to change.*

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TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0	None	None	-	-
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None	-	1,2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0	None	None	-	1,2
BT124	Taiji/Qigong	1.5	30.0	None	None	-	-
CL501	Introduction to Clinical Observation	1.0	15.0	None	None	-	1,2
CL211	Clinical Counseling 1: The Student	1.5	30.0	None	None	-	1,2
WS521	Anatomy and Physiology 1	2.5	37.5	None	WS525.L1	-	1,2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0	None	WS521	-	1,2
WS202	Medical Terminology	1.5	22.5	None	None	-	1,2
BIO101	General Biology	2.5	45.0	None	None	-	1,2
	Total Units/Hours:	17.5	300.0				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	None	-	1,2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	None	-	1,2
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	None	-	1,2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	None	-	Herb Comp,2

BT130	Tui Na Hand Techniques	1.5	30.0	None	None	-	1,2
CL531	Clinical Observation	2.0	60.0	OM511,	CPR/First		1,2
				CL501	Áid		ŕ
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0	None	None	-	1,2
	Total Units/Hours:	14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	None	-	1,2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	None	-	1,2
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None	-	1,2
HB514	Herbology 1	2.0	30.0	НВ501	None	-	Herb Comp, 2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	None	-	1,2
WS550	Foundations of Evidence- Informed Practice	3.0	45.0	OM511	None	-	1,2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532	None	1,2
CL532	Clinical Assistantship 1	2.0	60.0	CL211, CL531, HB501, AC504a, BT130	AC511a	None	1,2
	Total Units/Hours:	19.5	345.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	None	-	1,2
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	None	-	1,2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	None	-	1,2
HB515	Herbology 2	2.0	30.0	HB501, OM512	None	-	Herb Comp, 2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	None	-	1,2

AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	-	1,2		
CL533	Clinical Assistantship 2	2.0	60.0	HB514, AC511a, AC505a, CL532	None	-	2		
	Total Units/Hours:	17.0	300.0						
First Comprehensive Exam (except Herbology exams)									
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP		
WS204	Biological Aspects of Physics	2.5	37.5	None	None	-	-		
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	None	1	2		
HB516	Herbology 3	3.0	45.0	HB501, OM513	None	Herb Comp	2		
WS531	Pathophysiology 1	3.0	45.0	WS528	None	1	2		
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528	None	1	2		
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	None	1	2		
CL502	Introduction to Associate Internship	1.0	15.0	CL532	None	-	2		
	Total Units/Hours:	16.5	277.5						
	First Comprehensive Exa	m (Herbolo	gy exams o	only)					
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP		
OM651	Diagnosis and Treatment of Disease 1	3.0	45.0	HB516, OM514, WS550	HB621	1	2		
HB621	Herbology 4	3.0	45.0	HB516	None	1	Herb Comp		
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a	None	1	2		
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	None	1	2		
WS632	Pathophysiology 2	3.0	45.0	WS528	None	1	2		
CL541	Associate Internship 1	2.0	60.0	CL502, CL533, AC512a	None	1	2		

	Total Units/Hours:	15.5	285.0				
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM652	Diagnosis and Treatment of Disease 2	3.0	45.0	HB621, OM651	None	1	2
HB622	Herbology 5	3.0	45.0	HB621	None	1	Herb Comp
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	None	1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	None	-	-
WS651	Pharmacology	2.0	30.0	WS531, WS632	None	1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	None	1	2
CL542	Associate Internship 2	2.0	60.0	CL541	CL503	1	2
	Total Units/Hours:	16.5	285.0				
Secon	d Comprehensive Exam (Except Her	bology Exc	ams)	Prereq: First	Comprehensive	e Exam (All S	Sections)
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM653	Diagnosis and Treatment of Disease 3	3.0	45.0	НВ621, ОМ651	None	1	-
HB623	Herbology 6	3.0	45.0	HB621	None	1	Herb Comp
WS656	Clinical Science	3.0	45.0	WS651	None	1	-
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	None	1	-
WS652a	Physical Exam	2.5	45.0	WS531, WS632	None	1	-
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	None	CL542 or any of CL651- CL659	1	-
CL543	Associate Internship 3	2.0	60.0	CL542	None	1	-
	Total Units/Hours:	17.0	315.0				
	Second Comprehensive Exam (H	erbology E	xams Only	v)	•	First Compr m (All Sectio	

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TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.0	45.0	НВ621, ОМ651	None	1	-
НВ631	Chinese Herbs and Internal Medicine 1	3.0	45.0	НВ623	None	1,2	-
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	НВ623	None	1,2	-
OM642	Licensure Exam Preparatory Course (San Diego)	3.0	45.0	None	None	1,2	-
OM643	Licensure Exam Preparatory Course (New York and Chicago)	1.0	15.0	None	None	1,2	-
CL651	Senior Internship 1	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1,2	-
CL652	Senior Internship 2	2.0	60.0	CL612a, CL543, OM651, WS652a, 2 of [OM652, OM653, OM704]	None	1,2	-
CL653	Senior Internship 3	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	None	1,2	-
	Total Units/Hours (San Diego):	18.0	360.0				
To	otal Units/Hours (New York and Chicago):	16.0	330.0				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.0	45.0	НВ621, ОМ651	None	1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	НВ631	None	1,2	-

BU611	Practice Management and Ethics	3.0	45.0	None	None	1	-
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1,2	-
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1,2	-
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	None	1,2	-
	Total Units/Hours:	15.0	315.0				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
	Specialty Elective	1.0	15.0	-	-	-	-
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550	None	-	-
НВ633	Chinese Herbs and Internal Medicine 3	3.0	45.0	НВ631	None	1,2	-
BU612	Medical-Legal Report Writing	2.0	30.0	None	Intern	1,2	-
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1,2	-
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1,2	-
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]	None	1,2	-
	Total Units/Hours:	14.0	300.0				
		180.5	3,337.5				
Total Pr	ogram Units/Hours (San Diego)						
Total P	rogram Units/Hours (New York and Chicago)	178.5	3,307.5				

 $<sup>{\</sup>it T-Indicates}$  transfer credit into the master's or doctoral degree program is awarded for this course

\* – Indicates these are co-requisite courses to the DAcCHM program (General Biology transfers into the MSAcCHM program

# **Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists**

Total Credits: 40.0

Total Hours: 750.0

Location: New York, Chicago

# **Educational Purpose**

The Certificate in Chinese Herbal Medicine (CCHM) consists of 450 didactic hours and 300 clinical hours that qualify the student to complete the NCCAOM exam in Chinese Herbology. The program is designed for licensed acupuncturists who want to add this powerful tool to their acupuncture practices. Designed with the busy professional in mind, the program is organized into three distinct phases. In the first academic phase, fundamental theories are presented, along with the functions, indications, and unique properties of individual herbs. In the clinical preceptorship, students assemble herb formulas under the supervision of licensed supervisors. In the second phase, courses present herbal formulas and their modifications. In the third and final phase of the program, courses present case studies and advanced topics in internal medicine. While in clinic internship, students manage patients and follow their progress.

# **Program Learning Outcomes**

Graduates of Pacific College of Health and Science's CCHM programs will:

- 1. Understand and demonstrate personal and professional ethical standards.
- 2. Understand the etiology of disease from a Chinese and biomedical perspective and apply this understanding by recommending disease prevention strategies.
- 3. Evaluate patients exhibiting complaints commonly seen and treated by Chinese medicine and in a manner that indicates cognizance of all relevant Chinese medical diagnostic paradigms.
- 4. Recognize signs and symptoms necessitating referral to appropriate healthcare providers.
- 5. Formulate treatment principles for patients that follow logically from the diagnosis and in a manner that prioritizes treatment procedures.
- 6. Formulate acupuncture, herbal, and supplemental treatment plans and be able to provide a logical rationale for such plans.
- 7. Indicate as part of the treatment plan the number of treatments recommended or required, the frequency of treatment, and be able to provide a logical rationale for such plans.
- 8. Be able to personally, or through appropriate support personnel, administer the designated treatment plan.
- 9. Demonstrate knowledge of clinical sciences from Chinese and biomedical perspectives.
- 10. Communicate in a professional and knowledgeable manner about Chinese medicine and biomedicine with relevant healthcare professionals.

## **Program Goals (CCHM)**

- 1. To train qualified practitioners of traditional Chinese medicine.
- 2. To enable graduates who have earned a master's or doctoral degree in acupuncture to further their knowledge of traditional Chinese medicine and herbal medicine and apply the principles of natural healing for the benefit of their patients.

- 3. To become an integral part of the modern healthcare system.
- 4. To provide a supportive educational environment conducive to personal growth and academic advancement.
- 5. To further the understanding of the professions of traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.

# **CCHM Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0 or greater
- Proof of graduation from an ACAHM-accredited college or proof of state license or NCCAOM certification

## **CCHM COURSES AND COURSE DESCRIPTIONS**

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CL521	Herbology Clinic Observation	2.0	60.0	None	None
CL530	Herbology Clinic Preceptorship	2.0	60.0	HB514	HB516
CL540	Herbology Clinic Internship 1	2.0	60.0	CL530, HB621	None
CL650	Herbology Clinic Internship 2	2.0	60.0	HB631	None
CL660	Herbology Clinic Internship 3	2.0	60.0	HB631	None
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511*	None
HB514	Herbology 1	2.0	30.0	HB501 (or by permission)	None
HB515	Herbology 2	2.0	30.0	HB501, OM512	None
HB516	Herbology 3	3.0	45.0	HB501, OM513	None
HB621	Herbology 4	3.0	45.0	HB516	None
HB622	Herbology 5	3.0	45.0	HB621 (or by permission)	None
HB623	Herbology 6	3.0	45.0	HB621	None
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None
НВ632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631 (or by permission)	None
НВ633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None

HB642	Shang Han Lun/Wen Bing (Survey of the	3.0	45.0	HB623 (or by	None
	Classics)			permission)	

<sup>\*</sup> Prerequisite achieved through prior acupuncture education.

**CL521** Herbology Clinic Observation

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: None Concurrent: None

**Location:** New York, Chicago

Students observe the practice of seeing patients and prescribing herbal formulas. Herbology Clinic Observers may also observe in the clinic herb room and witness how formulas are assembled. Students begin to connect their knowledge of Chinese medicine theory with how herbs are used within a treatment plan.

CL530 Herbology Clinic Preceptorship

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: HB514 Concurrent: HB516

**Location:** New York, Chicago

The herb clinic preceptorship offers the student the opportunity to work in the dispensary and assist in the preparation of herbal formulas.

CL540 Herbology Clinic Internship 1

**Units:** 2 clinical

**Hours:** 60 academic

**Prerequisite:** CL530, HB621 **Concurrent:** None

**Location:** New York, Chicago

Herbology Clinic Internship 1 students begin seeing patients and use their knowledge of Chinese medicine to practice prescribing simple herbal formulas under close supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas for their patients.

CL650 Herbology Clinic Internship 2

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: HB631 Concurrent: None

**Location:** New York, Chicago

Herbology Clinic Internship 2 students see patients and use their knowledge of Chinese medicine to prescribe simple to complex or modified herbal formulas under supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas for their patients.

CL660 Herbology Clinic Internship 3

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: HB631 Concurrent: None

**Location:** New York, Chicago

Herbology Clinic Internship 3 students begin seeing patients and use their knowledge of Chinese medicine to practice prescribing herbal formulas under close supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas.

**HB501** Introduction to Chinese Herbology

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** OM511\* **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course is the first of a series that spans nearly the entirety of the DAcCHM and MSAcCHM programs. Just as Acupuncture Channels and Points 1 brings to life the tradition of acupuncture, Introduction to Chinese Herbology introduces its equal partner. This course presents the history and fundamental concepts of Chinese herbal medicine: nomenclature, categorization, basic botany, preparation and delivery methods, and safety issues.

HB514 Herbology 1

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** HB501 (or by permission of instructor) **Concurrent:** None

**Location:** San Diego, New York, Chicago

<sup>\*</sup> Prerequisite achieved through prior acupuncture education.

The materia medica series covers individual medicinal substances used in Chinese herbal medicine in great depth. Students learn the pin yin and Latin name of all herbs covered; functions and indications; cautions and contraindications; the relevance of entering channels; taste, temperature, and characteristics of herbs; and dosage ranges. Physical identification of herbs is also practiced.

HB515 Herbology 2

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** HB501, OM512 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course continues the presentation of the Chinese materia medica.

HB516 Herbology 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB501, OM513 **Concurrent:** None

**Location:** San Diego, New York, Chicago

This course completes the presentation of the Chinese materia medica.

HB621 Herbology 4

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB516, First Year Herb Comprehensive Exam Concurrent: None

**Location:** San Diego, New York, Chicago

This course comprehensively presents Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. Students learn 1) the theories of the seven relations (mutual enhancement, etc.), 2) representative combinations, 3) theory of formula construction, 4) hierarchy of ingredients, 5) forms of administration (decoction, powders, pills, etc.), 6) Chinese and English names for each formula, 7) each ingredient and function in the formula, 8) the historical context and source texts discussed for each formula, 9) pattern and disease treated by each formula, 10) basic modifications for each formula, 11) methodology for understanding the construction and use of formulas the student has not encountered before (self-directed learning), 12) recognition of common traditional combinations present in many formulas, 13) modular understanding of formulas and "familial" relationships between formulas, and 14) application to case studies.

HB622 Herbology 5

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB621 (or by permission of instructor), First Year Herb Comprehensive Exam Concurrent: None

**Location:** San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions.

HB623 Herbology 6

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB621, First Year Herb Comprehensive Exams Concurrent: None

**Location:** San Diego, New York, Chicago

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. By using their knowledge of individual herbs, students are able to modify base formulas to create hundreds of new formulas. With this skill, the student is prepared to begin prescribing herbs in clinical internship. Pacific College of Health and Science's busy clinic has a complete herbal pharmacy with raw herbs as well as prepared "patent" formulas and granules.

#### HB631, HB632, HB633 CHINESE HERBS AND INTERNAL MEDICINE 1-3

Chinese Herbs and Internal Medicine is a year-long sequence during which students master formula construction and modifications. Case studies from medical specialties are used for relevance and to reinforce students' knowledge in these specialties. Contemporary literature on pharmacognosy, toxicology and pharmacology will be presented to maximize therapeutic effects and minimize side-effects of concurrent use of herbal medicine and pharmaceuticals. Students will learn to use 1) standard base formulas, 2) typical modifications, i.e., dui yao and small formulas, and 3) individualized formulas for complex cases. Students will learn the relevant classical as well as modern theories used in the formulation process and will understand the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas.

HB631 Chinese Herbs and Internal Medicine 1

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB623, Second Year Herb Comprehensive Exam **Concurrent:** None

**Location:** San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 1 presents common respiratory and gastrointestinal disorders, including stroke, headache, multiple sclerosis, and others.

HB632 Chinese Herbs and Internal Medicine 2

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB631 (or by permission of instructor), Second Year Herb Comprehensive Exam

Concurrent: None

**Location:** San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 2 covers disorders within the specialties of mental health and obstetrics and gynecology.

HB633 Chinese Herbs and Internal Medicine 3

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HB631, Second Year Herb Comprehensive Exam **Concurrent:** None

**Location:** San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 3 presents disorders within dermatology and cardiology. It also addresses diabetes.

HB642 Shang Han Lun/Wen Bing

(Survey of the Classics)

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HB623 (or by permission of instructor), First Year Herb Comprehensive Exam Concurrent: None

**Location:** San Diego, New York, Chicago

This course is designed for the advanced student at the internship level. It presents protocols for the diagnosis and treatment for externally contracted, cold-damage disorders and warm diseases. The first half of the course will be based on readings from the Shang Han Lun with discussion, commentary, and relevant prescriptions. The second half of the course will be based on Dr. Liu's Warm Disease: A Clinical Guide, with commentary and case histories from such Warm Disease School physicians as Ye Tianshi and Wu Jutong. Students will learn how to modify prescriptions based on disease progression. Acupuncture point prescriptions developed from the texts and later authors will also be discussed.

#### TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

# CCHM PART-TIME MODEL CURRICULUM, NEW YORK, AND CHICAGO

Subject to change.

TTS101         Technology Training for Online Students         0.0         0.0         None         None           HB501         Introduction to Chinese Herbology         2.0         30.0         OM511*         None           HB514         Herbology 1         2.0         30.0         HB501 (or by permission)         None           CL521         Herbology Clinic Observation         2.0         60.0         None         None           Term 2         COURSE         UNITS         CRED HRS         PREREQ         CONCUR           HB515         Herbology 2         2.0         30.0         HB514         None           HB516         Herbology Glinic Preceptorship**         2.0         60.0         HB514         None           CL530         Herbology Clinic Preceptorship**         2.0         60.0         HB514         HB516           Total Units/Hours:         7.0         135.0           Level 1 Comprehensive Exam	TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB514   Herbology 1   2.0   30.0   HB501 (or by permission)	TTS101	Technology Training for Online Students	0.0	0.0	None	None
CL521   Herbology Clinic Observation   2.0   60.0   None   None     Total Units/Hours:   6.0   120.0	HB501	Introduction to Chinese Herbology	2.0	30.0	OM511*	None
Total Units/Hours:   6.0   120.0	НВ514	Herbology 1	2.0	30.0	•	None
TERM 2 COURSE  UNITS CRED HRS  PREREQ CONCUR  HB515 Herbology 2 2.0 30.0 HB514 None  HB516 Herbology 3 3.0 45.0 HB514 None  CL530 Herbology Clinic Preceptorship** 2.0 60.0 HB514 HB516  Total Units/Hours: 7.0 135.0  Level 1 Comprehensive Exam	CL521	Herbology Clinic Observation	2.0	60.0	None	None
HB515   Herbology 2   2.0   30.0   HB514   None     HB516   Herbology 3   3.0   45.0   HB514   None     CL530   Herbology Clinic Preceptorship**   2.0   60.0   HB514   HB516     Total Units/Hours:   7.0   135.0     Level 1 Comprehensive Exam   CRED   PREREQ   CONCUR		Total Units/Hours:	6.0	120.0		
HB516 Herbology 3 3.0 45.0 HB514 None CL530 Herbology Clinic Preceptorship** 2.0 60.0 HB514 HB516  Total Units/Hours: 7.0 135.0  Level 1 Comprehensive Exam  CRED PREPEO CONCUR	TERM 2	COURSE	UNITS		PREREQ	CONCUR
CL530 Herbology Clinic Preceptorship** 2.0 60.0 HB514 HB516  Total Units/Hours: 7.0 135.0  Level 1 Comprehensive Exam  TERM 3 COURSE UNITS CRED PREPER CONCUR	HB515	Herbology 2	2.0	30.0	HB514	None
Total Units/Hours: 7.0 135.0  Level 1 Comprehensive Exam  TERM 3 COURSE UNITS CRED PREPER CONCUR	HB516	Herbology 3	3.0	45.0	HB514	None
Level 1 Comprehensive Exam  TERM 3 COURSE UNITS CRED PREPER CONCUR	CL530	Herbology Clinic Preceptorship**	2.0	60.0	HB514	HB516
TERM 3 COURSE UNITS CRED PREREO CONCUR		Total Units/Hours:	7.0	135.0		
TERM 3 COURSE UNITS PREREO CONCUR	Level 1 Co	mprehensive Exam				
HRS	TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB621 Herbology 4 3.0 45.0 HB516 None	HB621	Herbology 4	3.0	45.0	HB516	None
HB622 Herbology 5 3.0 45.0 HB621(or by permission)	HB622	Herbology 5	3.0	45.0	• •	None
Total Units/Hours: 6.0 90.0		Total Units/Hours:	6.0	90.0		

	Total Units/Hours:  Program Total:	40.0	750.0		
CL660	Herbology Clinic Internship 3	2.0 <b>7.0</b>	60.0 <b>165.0</b>	НВ631	None
CL650	Herbology Clinic Internship 2	2.0	60.0	HB631	None
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	None
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	Total Units/Hours:	8.0	150.0		
CL540	Herbology Clinic Internship 1	2.0	60.0	HB621, CL530	None
НВ632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631(or by permission)	None
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	None
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
Level 2 Co	mprehensive Exam			HB501, HB514, HB515, HB516, HB621, HB622, HB623, HB642, CL521, CL530, Level 1 Exam	
	Total Units/Hours:	6.0	90.0		
HB623	Herbology 6	3.0	45.0	HB621	None
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623 (or by permission)	None
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR

<sup>\*</sup> Prerequisite achieved through prior acupuncture education

## Facial Applications for Cosmetic Enhancement (FACE) Certificate

Annual enrollment only for Winter semesters.

Total Credits: 8.5

Location: Didactic Online,
Clinical San Diego

#### **Educational Purpose**

More and more people are seeking safe and effective cosmetic solutions as an alternative or in addition to familiar Western invasive procedures such as neurotoxins (e.g., Botox), volumizers (e.g., collagen injections), and surgery. To meet this demand, many acupuncturists and acupuncture students elect to take introductory training in facial acupuncture. Training in this area is seldom advanced enough to cover a wide variety of diagnoses and treatment options. Considering the broader demand for advanced training in non-surgical facial cosmetic enhancements, Pacific College of Health and Science developed an advanced certificate.

The Facial Applications in Cosmetic Enhancement (FACE) Certificate program consists of two courses that train students how to understand and apply cosmetic enhancements to the face, head, and neck. The curriculum will enhance understanding of head, face, and neck anatomy, physiology, and pathology from Eastern and Western medical perspectives. Internationally known faculty teach a variety of facial applications for cosmetic enhancement.

The FACE certificate program is taught in a hybrid format. Online learning will allow students to learn from a larger number of advanced national and international teachers, offering more advanced training. On-ground learning is an eight-day, intensive, hands-on clinical training with the elite faculty that students have been learning from online.

#### **Program Learning Outcomes**

Graduates of FACE program will be able to:

- 1. Describe FACE theory and treatment from an Eastern Asian and Western medicine perspective.
- 2. Apply Eastern and Western medicine physiology and pathology theory as it pertains to FACE.
- 3. Safely apply FACE theory and treatment strategies to client care.
- 4. Demonstrate FACE treatment strategies, and treatment competency.
- 5. Document patient medical history, presentation, and treatment progress to support FACE client outcomes.
- 6. Evaluate FACE theory and treatment strategies.

#### **FACE Certificate Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0 or greater
- Proof of graduation from ACAHM-accredited college or its equivalent
- Must be licensed as an acupuncturist (or licensing equivalent where there is no licensing).

Exceptions to the aforementioned requirements may be made for Pacific College of Health and Science students who are past their second-year comprehensive examinations and maintain a cumulative GPA of 3.0 or higher. If students are granted this exception and enrolled concurrently in both the FACE program and another Pacific College of Health and Science degree/certificate program, we want to ensure their success. However, it's important to note that any scheduling conflicts, such as exams or clinic shifts, between the programs will not be overlooked. Absences from either will not be excused. Any scheduling conflicts will need to be addressed by the students proactively before enrolling.

Please keep in mind that it is vital to ensure that all program assignments align with the acupuncture regulations of the state governing body where you fulfill your clinical requirements. This includes meeting any licensure and malpractice requirements.

#### FACE CERTIFICATE COURSES AND COURSE DESCRIPTIONS

*In alphabetical order by course code and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
FACE415	FACE Theory and Clinic	6.5	127.5	None	None
FACE420	FACE Case Studies and Presentations	2.0	30.0	FACE415	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

FACE415 FACE Theory and Clinic

**Units:** 4.5 didactic, 2.0 lab (6.5 total)

**Hours:** 127.5 academic

Prerequisite: None Concurrent: None

**Location:** Online and San Diego

This course offers diverse approaches to FACE theory and treatment strategies from a variety of perspectives, taught by elite leaders in the field of facial diagnosis and acupuncture. Eastern- and Western-based anatomy, physiology, and pathology of the face with resultant East/West medical perspectives on FACE theory and treatment will be highlighted. Students will learn to identify, examine, critically evaluate, and treat FACE conditions. During intake/history, students will identify cautions, contraindications, and safety considerations. Students will also develop an understanding of a variety of skin conditions, and how to incorporate face reading and diagnosis, emotional triggers, Chinese medical acupuncture, motor point needling, trigger point needling, and intradermal needling of the face, head, and neck to FACE theory and treatments. Ancillary services such as facial gua sha, facial cupping, microcurrent, light emitting diodes, and current popular treatments will be introduced.

Students will meet with instructors in San Diego for eight consecutive days of intensive mentorship and hands-on clinical training. Under the tutelage of elite leaders in the field of acupuncture and facial

acupuncture students will practice examining, evaluating, and treating FACE conditions from Eastern and Western medical perspectives. Students will also have the opportunity to practice their ancillary service skills.

FACE 420 FACE Case Studies and Presentations

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** FACE415 **Concurrent:** None

**Location:** Online

Case studies and case study guidelines will be presented. Case study supervision will be available as students collect data and construct their own case study. Students will present a FACE case study to the class. They will also analyze and critically evaluate case study presentations of others.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

#### FACE CERTIFICATE PART-TIME MODEL CURRICULUM, ONLINE

Subject to change. Clinic at San Diego campus.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None
FACE415	FACE Theory and Clinic	6.5.	127.5	None	None
	Total Units/Hours:	6.5	127.5		
TERM 2	COURSE	UNITS	CRED HRS		PREREQ
FACE420	FACE Case Studies and Presentations	2.0	30.0	FACE415	None
	Total Units/Hours:	2.0	30.0		

Program Total Units/Hours:

8.5

157.5

# **Asian Holistic Health and Massage**

# Associate of Applied Science Holistic Health Science (AAS HHS)

Total Credits: 60.0

Total Hours: 1,192.5

Location: San Diego

# **Associate of Occupational Studies Massage Therapies** (AOS MT)

# Total Credits:64.5Total Hours:1,200.0Location:New York

# Certificate in Massage Therapy/Asian Bodywork (CMT/AB)

Total Credits:	36.0
Total Hours:	690.0
Location:	San Diego

Students interested in a career or continuing education in massage therapy find many reasons to study at Pacific College of Health and Science. From the beginning of the earliest program, students are provided with a strong therapeutic aspect to their training as well as an inspiring introduction to the professional possibilities offered by massage.

Pacific College of Health and Science's Asian holistic health and massage programs offer nearly 50 different courses, with substantial specialization in Asian body therapies. Some of the finest and most effective body therapy techniques have been developed to maintain health without using acupuncture or herbs, and certainly without drugs or surgery. Pacific College of Health and Science's massage therapists receive training at advanced levels in these techniques.

Students can learn massage techniques in a variety of styles: circulatory/Swedish massage, deep tissue massage, energy balancing, passive joint movement, Thai massage, and acupressure. Pacific College of Health and Science includes a tui na course (Chinese physical therapy massage) in the first level of classes; we believe tui na may become one of the most popular forms of therapeutic massage in the U.S., and our students will be at the forefront. They will be teaching tui na when others want to learn it. Pacific College of Health and Science students also learn to apply their massage skills to problems affecting specific parts of the body, e.g., low back pain, neck pain, frozen shoulder. This knowledge is particularly useful when seeking employment in chiropractic or acupuncture clinics. Massage therapy is a valuable part of a pain relief treatment plan. More than ever, massage clients are asking massage practitioners for health advice and specific musculoskeletal therapy. Pacific College of Health and Science graduates can provide such services.

Another benefit of Pacific College of Health and Science's massage department is its close relationship to the college's Chinese medicine program. The massage student has the satisfaction of attending a training program that utilizes the expertise of accredited Chinese medical degree programs. Many massage therapy faculty are licensed acupuncturists as well as certified massage therapists. Most have extensive experience working with the wide range of techniques available within Chinese and other Asian systems of medicine. Such faculty can provide an unbiased evaluation of the appropriateness of the various complementary therapies. This can lead to the client receiving the best and most appropriate care.

The faculty at Pacific College of Health and Science are a valuable and continuing resource to massage students. Massage classes are taught by certified massage therapists and licensed professionals who are currently working in the field. They bring to you not only years of study but also years of work experience in the subjects they teach.

The goals of the undergraduate programs in Asian holistic health and massage:

- 1. Train qualified practitioners in the art and science of Western and Asian bodywork therapies.
- 2. Provide a supportive, educational environment conducive to personal growth and academic advancement.
- 3. Inspire, through the presentation of Chinese and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
- 4. Provide graduates with the skills necessary to deliver safe and effective Asian body therapies, to apply the principles of Chinese and natural healing, and to become an integral part of the modern healthcare system.
- 5. Prepare our graduates for successful careers in professional massage therapy by teaching them the knowledge, hands-on skills, business skills, and professionalism to succeed.
- 6. Prepare our graduates for successful completion of local and national body therapy examinations.
- 7. Provide continuing education programs for graduates and other practitioners of Chinese medicine and massage therapy.
- 8. Further the understanding of the profession of Chinese medicine and massage therapy through dialogue with other members of the healthcare community and the public at-large.
- 9. Provide Chinese medical massage services to the community.
- 10. Develop skills sequentially from the core massage therapist certificate to the associate of applied sciences (or occupational studies) to the associate of science degrees.

#### **AAS HHS and AOS MT Educational Purpose**

In China and Japan, therapeutic massage is one of the major branches of the traditional healing arts. Hospitals in China commonly have an entire department devoted to massage therapy, working

with the acupuncture and herbal departments to create a comprehensive plan of treatment. Pacific College of Health and Science's Associate of Applied Science degree curriculum reflects the college's respect for this type of complete massage practitioner. Toward the valuable and important goal of becoming an expertly trained body therapist, the Pacific College of Health and Science associate degree gives students an excellent introduction to Chinese medical theory and comprehensive training in practical massage skills. Students may select courses from a wide array of electives, for example: Japanese shiatsu massage; acupuncture point location and functions; and movement therapies such as taiji, qigong, and more.

The purpose of the Associate of Applied Science or Occupational Studies degree programs is to prepare students for employment nationally in the profession of body therapy and massage, and for the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) and state exams as required. Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA). See Student Services section for specific information on certification and licensure exam eligibility.

#### **AAS HHS and AOS MT Program Learning Outcomes**

Graduates of the Associate of Applied Science (Holistic Health Science) and the Associate of Occupational Studies (Massage Therapies) degrees will:

- 1. Discuss and demonstrate professional ethics.
- 2. Demonstrate a wide and well-practiced variety of body therapy skills.
- 3. Know and demonstrate essential, hygienic considerations in the performance of massage.
- 4. Know and respect conditions contraindicating massage.
- 5. Be eligible for the New York State Massage Therapy Licensing Exam and the MBLEx (Massage and Bodywork Licensing Exam), offered by the FSMTB (Federal State Massage Therapy Board).
- 6. Demonstrate competency in basic business skills related to the practice of massage.

#### **CMT/AB Educational Purpose**

The Certificate in Massage Therapy/Asian Bodywork demonstrates significant training to clients and prospective employers. This program emphasizes Chinese medical theory, tui na, and the development of the student's ability to understand the causes and symptoms of disease. This ability will allow Pacific College of Health and Science massage practitioners to customize their massage therapy to their clients' individual needs. This is critical in achieving the optimum therapeutic effect. Students in this program learn a variety of Asian bodywork therapies, including shiatsu, Thai massage, and others.

Graduates of Pacific College of Health and Science's Massage Therapy/Asian Bodywork certificate and associate degrees are eligible to take the massage exams administered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB Exam) and the MBLEx (Massage and Bodywork Licensing Exam), offered by the FSMTB (Federal State Massage Therapy Board). Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA).

#### **CMT/AB Program Learning Outcomes**

Graduates of the Massage Therapist (Asian Bodywork) Certificate will:

- 1. Employ professional communication and demonstrate professional ethics.
- 2. Demonstrate fundamental body therapy skills.
- 3. Apply sanitary, hygienic, safety, and comfort considerations in the performance of massage.
- 4. Employ indications and contraindication in the practice of massage.
- 5. Be eligible for the MBLEx (Massage and Bodywork Licensing Exam) offered by the FSMTB (Federal State Massage Therapy Board).
- 6. Demonstrate competency in basic business skills related to the practice of massage.

#### AAS HHS, AOS MT, and CMT/AB Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- GPA of at least a 2.0 with the following guidelines:
  - 1. An applicant who presents a high school (HS) transcript with a GPA below 2.0, but who has earned a prior degree, or who has completed 12 or more college general educations credits with a GPA of 2.0 or higher will be accepted into the massage therapy and associate degree programs with less than a 2.0 HS GPA. No Wonderlic exam will be required.
  - 2. Applicants who present a GED must present a total score of at least 2475, (the minimum score is 2250); the state high school proficiency examination scores must be 10% above the standard for the test. In California, the CHSPE score in both the math and reading sections must be 385 or higher (passing is 350 in each section).
  - 3. A DD form 214 verifying status as a high school graduate or equivalent qualify as a 2.0 GPA due to evaluation through the US military school certification process.
  - 4. Applicants whose GPA is below a 2.0 may be considered for conditional admissions.
- Applicants are required to provide the college with an official high school transcript, a certified copy of a high school diploma or GED certificate, or results of a state certified completion of a high school equivalency exam, as well as a transcript of the coursework completed while attending high school by the end of their first term\*. Copies of these documents are accepted to begin the application and enrollment process. If official documents are not received by the end of student's first term, they will not be allowed to enroll further, until they are obtained. (A copy of the diploma, transcript, or GED can be submitted and verified by staff by phone or by website, and verification placed in the file. However, it is preferable that the applicant also requests official copies to be sent directly to the college.)
- Proof of a previously earned, accredited associate degree acceptable for full credit to a bachelor's degree program or higher is also acceptable for admission to these programs. These should be mailed directly to the college.
- A notarized translation of foreign high school transcript bearing graduation date and an academic evaluation certifying accredited equivalency to an American high school program

are also acceptable. In addition, the DD form 214 verifying status as a high school graduate or equivalent with course and grade equivalencies (if available) is also acceptable.

\*Note: Students in the massage therapy and associate degree programs may be required to obtain all post-high school transcripts if flagged for verification by the Department of Education for enrollment history.

#### AAS HHS, AOS MT, and CMT/AB Transfer Credit Policy

- San Diego: transfer credit maximum is 50% of a CAMTC-school approved program
- New York: transfer credit maximum is 25% of program or approximately 250 hours

#### **Draping Policy**

Massage students must use safe and functional coverage and draping practices during the practice of massage when the student or client is disrobed. The drape(s) must be sufficient to ensure the genitals and the gluteal cleft distal to the coccyx, anus, and rectum are not exposed, and the breast area is not exposed.

#### AAS HHS, AOS MT, AND CMT/AB COURSES AND COURSE DESCRIPTONS

In alphabetical order by course code in section and subject to change.

#### **ACUPUNCTURE-RELATED COURSES**

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS and CMT/AB Courses				
AC101a	Acupoints for Massage Therapists 1	2.5	45.0	OM101, WS111	None
	AOS MT Courses				
AC111	Acupoints for Massage Therapists	2.5	45.0	OM121, WS111	None

**AC101a** Acupoints for Massage Therapists 1

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** OM101, WS111 **Concurrent:** None

**Location:** San Diego

Students are introduced to the location and function of both meridians and points as they are commonly used in bodywork, as well as point location, using the system of proportional measurements.

**AC111** Acupoints for Massage Therapists 1

Units: 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** OM121, WS111 **Concurrent:** None

**Location:** New York

Students are introduced to the location and function of meridians and points as they are commonly used in bodywork, as well as point location using the system of proportional measurements.

#### **MASSAGE THERAPY COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS and CMT/AB Courses				
BT100	Circulatory/Swedish Massage 1	2.0	45.0	None	None
BT124	Taiji/Qigong	1.5	30.0	None	None
BT130	Tui Na Hand Techniques	1.5	30.0	None	None
BT131a	Shiatsu 1	2.0	45.0	OM101 or OM511	None
BT148	Thai Massage	2.0	45.0	None	None
BT199	Advanced Massage Modalities	2.5	45.0	BT100	None
BT201a	Deep Tissue Techniques	2.0	45.0	BT100	None
BT210	Pediatric Tui Na	1.5	30.0	BT130, BT230	None
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230	None
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230	None
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230	None
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230	None
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230	None
BT218a	Synergistic Massage	2.0	45.0	BT100, BT130, BT230	None

BT220	Accessory Techniques	2.0	45.0	BT100, BT130, BT230	None
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None
BT231	Introduction to Ayurvedic Massage	2.5	45.0	None	None
BT235a	Chi Nei Tsang (Internal Organ Healing)	2.0	45.0	OM101 of OM511	None
BT245	Reiki	2.0	45.0	None	None
BT252	Craniosacral Work 1	2.5	45.0	None	None
BT257	Introduction to Kinesiology	2.5	45.0	WS111	None
BT261a	Foot Reflexology 1	2.0	45.0	None	None
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0	BT201a	None
BT282	Perinatal Massage	2.5	45.0	BT180, BT280	None
BT320	Face Reading for Massage Therapists	3.0	45.0	None	None
BT470	Advanced Clinical Applications	2.0	45.0	BT257	None
BTW280	Structural Integration	2.0	45.0	BT201a, BT257, WS111	None
BTW300	Lomi Lomi	2.0	45.0	BT100	None
	AAS HHS Courses				
BT202a	Circulatory/Swedish Massage 2	2.0	45.0	BT100	None
BT206a	Stretching and Traction Methods for Massage	2.0	45.0	None	None
BT223	Medical Qigong	1.5	30.0	BT124	None
	AOS MT Courses				
BT124	Taiji/Qigong	1.5	30.0	None	None
BT130	Tui Na Hand Techniques	1.5	30.0	None	None
BT180	Western Massage 1	2.5	45.0	None	BU102, WS111
BT200	Advanced Massage Modalities	2.5	45.0	BT180	None
BT209	Integrated East/West Massage	2.0	45.0	BT281, BT230, CL227, WS213	None
BT213a	Tui Na Treatment of Disharmonies	2.5	45.0	BT130, BT230	None
BT219	Sports Massage and Pathology	1.5	30.0	None	None
				D#100	N
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	None

BT240	Advanced Shiatsu	2.5	45.0	CL226	None
BT251a	Introduction to Kinesiology	2.5	45.0	BT217a, WS111	None
BT255	Advanced Thai Massage	2.5	45.0	CL226	None
BT271a	Myology for Postural Alignment	2.0	45.0	WS111	None
BT280	Western Massage 2	2.0	45.0	BT180, WS111	None
BT281	Western Massage 3	2.0	45.0	BT271a, BT280, WS212	None
BT283	Advanced Sports and Orthopedic Massage	2.5	45.0	BT251a, BT271a	None
BTW280	Structural Integration	2.0	45.0	BT201a, BT257, WS111	None
BTW282	Perinatal Massage	2.0	45.0	BT100	None
BTW300	Lomi Lomi	2.0	45.0	BT100	None

BT100 Circulatory/Swedish Massage 1

**Units:** 1 didactic, 1 lab (2 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

This course presents the theoretical foundation and the fundamental palpation skills used in full body massage therapy. Students will master the basic strokes of effleurage, petrissage, friction, vibration, and tapotement. An emphasis is placed on developing appropriate draping techniques, proper body mechanics, attuning to clients' needs, effective communication skills, and grounding oneself before starting a session. Contraindications, hygiene, and anatomy will be reviewed. By the end of this course the student will have learned the solid fundamentals of massage therapy and be able to do a full-body, circulatory, Swedish-style massage, with modifications if necessary.

BT124 Taiji/Qigong

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

Self-cultivation is an essential component of East Asian medicine. The practices of taiji and qigong enhance one's health and further the awareness of the integration of body, mind, and spirit. This course introduces the student to taiji and qigong forms and applications and provides the basic practical and theoretical framework necessary for further practice.

BT130 Tui Na Hand Techniques

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York, Chicago

The traditional methods of Chinese physiotherapy, known as Chinese tui na massage, are taught to provide the student with non-invasive methods of treating structural and soft tissue dysfunction. A history of the development of tui na will be presented. Qigong therapeutic exercises and meditation are also presented as part of the treatment process.

BT131a Shiatsu 1

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** OM101 or OM511 **Concurrent:** None

**Location:** San Diego

This course will present the fundamentals of classical shiatsu theory, the emerging styles of classical and modern shiatsu modalities, and Chinese medical concepts as they relate to shiatsu. The students learn to use finger pressure on specific points as well as stretching and movement exercises that move energy through the meridians to help clients increase their energy and well-being. Students will learn how the Japanese adapted the Five Element and yin/yang theory to this unique bodywork modality. They will also study the seven rules of shiatsu, the theory of kyo and jitsu, how to assess the hara, and how to locate tsubos. By the end of the course, participants will be able to give a full-body shiatsu session.

BT142 Thai Table Massage

**Units:** 1.0 didactic, 1.0 clinical (2 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

Thai Table Massage techniques are performed on a low table setting providing additional leverage for the practitioner, which is an effective and profound experience for clients. It is especially beneficial to athletes and those who are more comfortable with bodywork on an elevated surface. Learning to do Thai bodywork on the table may help some therapists combine their previous Thai, tui na, shiatsu, or Swedish circulatory massage training and blend it into a more integrated table routine. Thai Table Massage includes techniques from supine, prone, lateral recumbent, and seated (chair) protocols. However, the main emphasis will be on the supine position.

BT148 Thai Massage

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

Traditional Thai massage is also known as Nuad Bo-Rarn. In this class the student will learn the basic principles of Northern-style Thai massage. Thai Massage 1 focuses on the meditative aspects of this traditional healing art with emphasis on proper body mechanics to open energy blockages in the body and restore health and balance to the body, mind, and spirit. Combining aspects of yoga, acupressure, assisted stretching, and work along the meridians using hands, elbows, knees, and feet, Thai massage is a highly therapeutic and deeply relaxing form of bodywork, performed on a mat on the floor, in which the recipient wears loose comfortable clothes. This sacred style of bodywork fulfills the Buddhist principle of bringing spiritual philosophy into everyday life.

BT180 Western Massage 1

Units: 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** WS111, BU102

**Location:** New York

This course presents the theoretical foundation and fundamental palpation skills used in full-body massage therapy. Students will learn the basic Swedish massage strokes, appropriate draping techniques, and proper body mechanics. Contraindication, hygiene, and anatomy will be reviewed.

BT199 Advanced Massage Modalities

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT100 **Concurrent:** None

**Location:** San Diego

This course presents an introduction to some of the most sought-after treatments performed by massage therapists in professional bodywork settings. Various techniques will be demonstrated and practiced, including pre- and post-event sport massage, communication with athletes, the use of heat and cold therapies, trigger point therapy, myofascial release, cupping, and gua sha. The practice of passive techniques such as lymphatic drainage will be introduced. Chair massage safety and techniques are also shown to prepare students for any event.

BT200 Advanced Massage Modalities

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT180 **Concurrent:** None

**Location:** New York

In this course, compartmentalized into three modules, students will have the opportunity to explore hydrotherapy, hot stone, spa techniques, and chair massage. The hydrotherapy module will cover thermotherapy (hot) and cryotherapy (cold) techniques, as well as exfoliation and herbal poultices. The hot stone module will cover safe preparation and cleaning of the stones, and the practical component will demonstrate the efficacy of hot stone techniques for muscular tension. The chair massage module will cover the equipment options that are available for chair massage, as well as proper biomechanics for performing shorter and longer chair massage protocols in various settings.

BT201a Deep Tissue Techniques

**Units:** 1.0 didactic, 1.0 lab (2.0 total)

**Hours:** 45 academic

**Prerequisite:** BT100 **Concurrent:** None

**Location:** San Diego

This course focuses on finding the appropriate plan of approach to release the superficial and deep layers of fascia around the muscles and bones that are causing pain, limitations, and restrictions of movement.

BT202a Circulatory/Swedish Massage 2

**Units:** 1.0 didactic, 1.0 lab (2.0 total)

**Hours:** 45 academic

**Prerequisite:** BT100 **Concurrent:** None

**Location:** San Diego

This course presents the theoretical foundation and the fundamental palpatory skills used in full-body massage therapy. Students will master the basic strokes of effleurage, petrissage, friction, vibration, tapotement, and compression. An emphasis is placed on developing appropriate bolstering and draping techniques, proper body mechanics, and effective communication skills. Indications and contraindications to massage are discussed with a focus placed on pathologies of the integumentary system. Stretches and exercises for self-care are demonstrated and discussed. By the end of this course, students will be able to take a thorough wellness history, plan a session, and perform a full-body massage with modifications if necessary.

BT206a Stretching and Traction Methods for Massage

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

This class will teach massage therapists how to utilize stretching and traction for therapeutic benefit during a massage. Students will learn stretching techniques for specific areas on the body that are used to treat specific conditions. Stretching techniques for table will be demonstrated. Students will learn how to include these techniques into their current practice of massage.

BT209 Integrated East/West Massage

**Units:** 1.0 didactic, 1.0 lab (2.0 total)

**Hours:** 45 academic

Prerequisite: BT230, BT281, CL227, WS213 Concurrent: None

**Location:** New York

This course guides students in practical integration of Eastern and Western approaches to client-centered massage therapy. Careful attention is given to assessment from both theoretical perspectives, identifying commonalities and critically evaluating the clinical value of distinct differences to arrive at the optimal treatment plan. Professional chart notation of Eastern and Western data will be further developed. Students will practice client communication and education regarding a truly integrated East/West approach to massage and self-care.

BT210 Pediatric Tui Na

Units: 1.0 didactic, 0.5 clinical (1.5 total)

**Hours:** 30 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** San Diego

This class teaches the student to influence a child's energetic flow in the same way as acupuncture but uses gentle massage to activate the various points. Techniques are designed to boost the function of the internal organs by balancing their intrinsic energies, strengthening the immune system, and promoting brain development.

BT211a Sports Tui Na

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course teaches hands-on techniques implementing combinations of acupressure, acupoint identification, and soft tissue massage. The student learns to prevent and treat disease by applying manual methods to remove obstructions in the meridian pathways by promoting an increase of vital energy or qi and blood circulation; reducing slight displacement of joints and healing soft tissue injuries; adjusting the functions of the internal organs and nerve regulation; improving joint mobility; and flushing cellular tissue. The sports tui na techniques are practiced under supervision, applying moderate to deep pressure, or pressure suitable to client sensitivity, to assist in the healing process.

BT213a Tui Na Treatment of Disharmonies

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** New York

This course covers basic treatment strategies for using tui na hand and structure techniques to treat imbalances of the body systems, including but not limited to: female dysmenorrhea, PMS, infertility, amenorrhea, asthma, sinusitis, allergies, indigestion, constipation, diarrhea, and post-surgical trauma and treatment.

BT214a Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course focuses on the reproductive disorders including male infertility, impotence, prostatitis, dysmenorrhea, PMS, infertility, amenorrhea, pregnancy, and menopause.

BT215a Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course presents the tui na treatment of asthma, sinusitis, allergies, indigestion, constipation, diarrhea, and other respiratory and digestive disorders.

BT216a Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-

**Surgical Disorders** 

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course presents the use of tui na for the elderly, and as a complementary therapy for cancer and surgical clients.

BT217a Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders

and Disharmonies

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course deepens the student's ability to treat musculoskeletal disorders and conditions such as whiplash, low back pain, bi syndromes, and arthritis.

BT218a Synergistic Massage

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT100, BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course focuses on combining the nurturing Western oil massage movements of effleurage, petrissage, cross-fiber, and friction with the therapeutic benefits of Asian bodywork methods including balancing the flow of qi, energizing the meridians, removing emotional tension associated with pain in specific parts of the body, and proper application of 50 acupressure therapeutic points, through hands-on practice.

BT219 Sports Massage and Pathology

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

**Prerequisite:** None **Concurrent:** None

This course will teach how to work with athletes to improve their performance, prevent potential injuries, and accelerate recovery time from injuries. Students will learn muscle review, palpation, Western sports massage techniques, and sports injury pathomechanisms. This is a medical massage for injury rehab, sports specific injuries, trigger points and postural distortions.

BT220 Accessory Techniques

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT100, BT130, BT230 **Concurrent:** None

**Location:** San Diego

Accessory Techniques for bodyworkers is a class offered to expand the bodyworkers use of therapeutic tools and techniques. Chinese medicine techniques such as cupping, gua sha, liniments, and plasters may be covered. Other tools, such as hydroculator and ice packs may also be covered. Relevant Chinese medicine theories and treatment principles will be discussed to give greater context to the use of these tools and techniques.

BT223 Medical Qigong

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

Prerequisite: BT124 Concurrent: None

**Location:** San Diego

Medical gigong focuses on developing control of the internal energy and its application as a healing force.

BT230 Tui Na Structural Techniques

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

Prerequisite: BT130 Concurrent: None

**Location:** San Diego, New York, Chicago

These courses focus on therapeutic treatment protocols incorporating acupuncture points as well as structural and soft tissue manipulation.

BT231 Introduction to Ayurvedic Massage

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego, New York

This course introduces students to the origin and fundamental principles of Ayurveda, the ancient Indian form of medicine. The course presents dosha theory and explains how it relates to one's individual mental and physical characteristics. Whenever possible, the faculty member elucidates the correlations between various Indian and other Asian medical concepts. The practical portion of the course will teach students how to perform a full body traditional Ayurvedic massage, based on the patient's dosha, incorporating marma points, abdominal, face, and scalp massage.

BT235a Chi Nei Tsang (Internal Organ Healing)

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** OM101 or OM511 **Concurrent:** None

**Location:** San Diego

The Chi Nei Tsang class focuses on harmonizing the energy (qi flow) in the entire body by opening the Navel Gate, as well as clearing physical and emotional symptoms associated with imbalances of the internal organs. Students will understand the link between emotional stress and specific signs of disharmony. They will learn to provide emotional support to their clients, as well as profound healing of physical symptoms. Students will practice CNT self-healing tools and hands-on methods to share with others. They will explore naval evaluation, abdomen massage, and the practice of qigong.

BT240 Advanced Shiatsu

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** CL226 **Concurrent:** None

**Location:** New York

This course will review the fundamentals of classical shiatsu theory, the emerging styles of classical and modern shiatsu modalities, and Chinese medical concepts as they relate to shiatsu. The students will review and deepen the prone and supine protocols with attention to meridian diagnosis tools and hara diagnoses. They will also learn the side-lying and seated protocols for shiatsu and work to applying Eastern diagnosis theories to the treatment plan in practical application.

BT245 Reiki

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego

Reiki is an ancient Japanese healing technique for stress reduction and relaxation. Reiki's history, principles, symbols, and protocols will be introduced. Students will receive Reiki I and II attunements to assist in the understanding of health and enhance quality of life.

BT251a Introduction to Kinesiology

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT271a, WS111 **Concurrent:** None

**Location:** New York

Kinesiology builds upon the musculoskeletal information presented in Anatomy and Physiology 1. Students are introduced to biomechanical principles as they apply to normal human movement. Basic active and passive range of motion and movement analysis will be presented and practiced. Conditions that inhibit proper movement will be examined, and protocols for correction will be discussed. Students will continue to advance their palpation skills through assessment of muscular, articular, and fascial resistance.

BT252 Craniosacral Work 1

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

This course is a practical introduction and overview of the foundation theory and practice of craniosacral work (CSW). CSW is a form of gentle bodywork that grew out of Dr. William G. Sutherland's work on cranial osteopathy, a specialization of osteopathic medicine. As a distinct modality, it focuses on working with the craniosacral system, the environment surrounding the nervous system (cranium bones, the vertebra and sacrum, the brain, the central nervous system, membranes inside the cranium and spinal column, and the cerebrospinal fluid). CSW focuses on supporting the health and wellness of the whole being, especially the nervous system. Students will learn to develop perception skills and hands-on techniques to evaluate the craniosacral system and help in bring itself back into balance, positively affecting every aspect of the body.

BT255 Advanced Thai Massage

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

Prerequisite: CL226 Concurrent: None

Traditional Thai massage is also known as Nuad Bo-Rarn. In this class, the student will review the basic principles of Northern-style Thai massage. While Thai massage focuses on the meditative aspects of this traditional healing art with emphasis on proper body mechanics to open energy blockages in the body and restore health and balance to the body, mind, and spirit, this course will review and deepen that experience. Advanced Thai Massage takes the practice to a deeper level, exploring the 10 main sen (energy) lines, their indications, and a healing protocol for balancing each energy line. Students will review the prone and supine protocols they learned in Thai Massage and learn the side-lying and seated protocols as well.

BT257 Introduction to Kinesiology

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

Prerequisite: WS111 Concurrent: None

**Location:** San Diego

Kinesiology builds upon the musculoskeletal information presented in Anatomy and Physiology. Students are introduced to biomechanical principles as they apply to normal human movement. Active and passive range of motion and movement analysis will be presented and practiced. Pathological conditions that inhibit proper movement will be examined, and protocols for correction will be discussed. Students will continue to advance their palpatory skills through assessment of muscular, articular, and fascial resistance.

BT261a Foot Reflexology 1

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

This course teaches the student a simple, non-invasive method to help balance the body. It is a natural therapy that requires the application of a specific type of pressure on particular areas on the feet. It is based on the principle that there are reflexes in one part of the body that correspond to every part of the body. Students practice reflexology techniques that serve to relax, improve circulation, and promote a general feeling of wellness in their clients.

BT271a Myology for Postural Alignment

Units: 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** WS111 **Concurrent:** None

This course provides a concrete means for overcoming poor postural habits, and for helping students learn better and move more freely—from learning to play a musical instrument better to moving with more comfort and ease through their daily life. From back pain to learning blocks, whether you are an office worker or a massage therapist, postural training is important for preventing repetitive strain injuries. Participants learn personal biomechanics and how to teach their clients postural awareness to improve their quality of life.

BT273a Introduction to Neuromuscular Massage Therapy

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT201a **Concurrent:** None

**Location:** San Diego

This is an introduction to the bodywork approach to neuromuscular massage therapy. NMT seeks to relieve local tissue dysfunction and pain by exploring an area in detail, using a variety of techniques (e.g., deep tissue techniques, trigger point therapy, active/passive stretches) to address the imbalance. Improving tissue flexibility, movement, and muscle engagement; working trigger points; eliminating nerve entrapment due to tight or compressing muscles; restoring normal blood supply within muscle ischemia; and improving posture and biomechanics are NMT goals. This introductory class will employ specific routines to address nine common conditions using the aims of NMT as guidelines.

BT280 Western Massage 2

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT180, WS111 **Concurrent:** None

**Location:** New York

This course builds on the foundations established in Western 1 and introduces advanced Western massage techniques, including neuromuscular approaches to myofascial trigger point treatment, direct myofascial release, and stretching. Client interview and SOAP notation skills are broadened and deepened. Chair massage is also introduced. Students will learn to plan and perform advanced Western massage to specific regions of the body and incorporate such focused work into the context of a full body circulatory session.

BT281 Western Massage 3

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT271a, BT280, WS212 **Concurrent:** None

In this class students will learn protocols that apply the practical techniques learned in Western 1 and Western 2 to specific orthopedic conditions, as well as pre-event, post-event, and therapeutic sports massage for general maintenance and the treatment of sports-related injuries. In addition, students will be introduced to basic approaches to massage for other commonly presenting conditions such as pregnancy, chronic fatigue syndrome, and fibromyalgia. Indirect myofascial release techniques are introduced. Overall, students will learn to select appropriate protocols to address injury and pain, effectively improving clients' functional health.

BT282 Perinatal Massage

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT180, BT280 **Concurrent:** None

**Location:** New York

This course provides in-depth knowledge needed to offer safe and effective massage treatments to pregnant clients. Students will reinforce their knowledge of the anatomy and physiology of the female body during the stages of pregnancy. Students will learn the complications and contraindications, as well as the benefits, indications, and cautions, of pregnancy massage. Students will discover massage techniques drawing on mostly Western traditions to treat common discomforts during the stages of pregnancy. There will be some integration of Eastern techniques as well. Students will learn an adaptive protocol for 60- or 90-minute prenatal massage sessions, and will have the opportunity, after practicing with each other extensively, to work with pregnant patients as well.

BT283 Advanced Sports and Orthopedic Massage

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT251a, BT271a **Concurrent:** None

**Location:** New York

This course will teach the basics of recovery, rehabilitation, repair, performance enhancement, and maintenance techniques for working with athletes in pre-event and post-event massage settings. Students will review myofascial release and trigger point techniques learned in previous Western massage courses but will also learn a survey of Western sports massage techniques including Neuromuscular Therapy (NMT), Structural Integration (SI), and Connective Tissue Massage (CTM) to address sports injury pathomechanisms. This is a medical massage for injury rehab, sports specific injuries, and postural distortions.

BT320 Face Reading for Massage Therapists

Units: 3.0 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

This course presents face reading and its application in Chinese medicine. Students will learn how to apply these concepts to facilitate transformation for themselves and their clients/patients. Students will also learn to observe changes in physical and emotional health on the face. Class assignments will prepare students to conduct a professional face reading, and how to present this information in a positive and beneficial way. Discussion will include applying this information within a healthcare plan.

BT470 Advanced Clinical Applications

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BT257 **Concurrent:** None

**Location:** San Diego

This course is designed to give students the knowledge and understanding of complex structural dysfunctions (disorders) and appropriate applications to treat faulty biomechanics and neurological pathologies and restore structural balance for better health and movement.

BTW280 Structural Integration

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic hours

**Prerequisite:** BT201a, BT257, WS111 **Concurrent:** None

**Location:** San Diego

This class introduces students to the ten Structural Integration sessions. These sessions represent the earliest continuous systematic myofascial method to improve a person's essential relationship to gravity. The effects of this holistic re-organization through manual adjustment of the human fascial system are both local, in terms of the resolution of specific dysfunctions, and global, in terms of an expansive and more complete sense of self. Adjunct movement patterning is also taught for self-care and client homework.

BTW282 Perinatal Massage

**Units:** 1.0 didactic, 1.0 lab (2.0 total)

**Hours:** 45 academic

**Prerequisite:** BT100 **Concurrent:** None

**Location:** San Diego

This course addresses approaches to massage and bodywork for the perinatal cycle. This includes pregnancy, labor, birth, and postpartum, with brief introductory information on infancy, childhood, menstruation, and fertility.

BTW300 Lomi Lomi

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

Prerequisite: BT100 Concurrent: None

**Location:** San Diego

In the temples of ancient Hawaii, Hawaiian kahuna practiced a unique form of lomi lomi known as "ke ala hoku," meaning "pathway to the stars", a transformational practice designed to enlighten the being within the physical body and awaken one's true calling in life. Lomi is the hands-on manifestation of aloha and unconditional love, skillfully delivered into the soft tissues of the body. Through demonstration and practice, as well as an understanding of the rich cultural historical background of the work, this course is designed to provide students with the knowledge to perform a basic full body lomi massage.

#### **CHINESE MEDICINE THEORY COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS and CMT/AB Courses				
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None	None
	AOS MT Courses				
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None	None
OM102	Philosophy and History of Asian Medicine	3.0	45.0	None	None
OM121	East/West Physiology 1	3.0	45.0	None	None
OM222	East/West Physiology 2	3.0	45.0	OM121	None

OM101 Oriental Medicine Theory and Points for Body Therapists

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego

Oriental Medicine Theory and Points for Massage Therapists presents a rich and fascinating history that brings to life the people who advanced the practice of Chinese medicine. It introduces the Chinese view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing (and smelling), and asking, in contexts appropriate for body therapists. The course also presents the acupuncture point system and the location methods for therapeutic points most useful to body therapists.

OM102 Philosophy and History of Asian Medicine

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** New York

This course presents a rich and fascinating history that brings to life the people who advanced the practice of Chinese medicine. Students come to understand that they are a link in the unbroken chain of this healing tradition. They will travel through history of ancient China. This course presents the philosophical foundation needed to understand the evolution of Chinese medicine.

OM121 East/West Physiology 1

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None Concurrent: None

**Location:** New York

East/West Physiology 1 and 2 courses cover the basic theories of the East Asian medical system. In OM121, students learn the basic elements of yin and yang and the five phases in order to understand how different body systems are affected by various influences such as environment, lifestyle and emotional stresses. They are also introduced to the East Asian view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing, and smelling.

OM222 East/West Physiology 2

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: OM121 Concurrent: None



East/West Physiology 1 and 2 courses cover the basic theories of the East Asian medical system. In OM122, Students will continue to deepen their understanding of the body from an Eastern perspective and learn to identify anatomical landmarks through palpation and group exercises. They will reinforce their understanding of the East Asian view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing, and smelling.

# **BIOMEDICAL (WESTERN) SCIENCE COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS Courses				
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None
WS206	Integrative Health and Nutrition	2.5	37.5	None	None
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	None	None
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212	None
WS240	Orthopedic Assessment	2.5	45.0	BT257	None
	AOS MT Courses				
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	None	None
WS213	Anatomy and Physiology 3: Neuroanatomy	3.0	45.0	WS212	None
WS214	Biomedical Pathology for Massage Therapists 1	3.0	45.0	WS212	None
WS218	Biomedical Pathology for Massage Therapists 2	3.0	45.0	WS213, WS214	None
WS233	Orthopedic Sports Pathology	2.0	45.0	BT251a, WS212	None
WS240a	Orthopedic Assessment	1.5	37.5	BT271a	
	CMT/AB Courses				
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None

WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	None	None
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212	None
WS240	Orthopedic Assessment	2.5	45.0	BT257	None

WS111 Anatomy and Physiology 1: Bones and Muscles

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, New York

This class covers the structural and functional principles of the bones and muscles. Students will have a working knowledge of the names, locations, and functions of all the major bones, along with the origins, insertions, and actions of the major muscle groups. Students will identify, locate, and palpate bones, bony prominences, and muscles on themselves and other persons, and demonstrate the anatomical terminology of articulations and movements. This class will also cover cell structures and tissues.

WS206 Integrative Health and Nutrition

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 37.5 academic

Prerequisite: None Concurrent: None

**Location:** San Diego, Online

This course explores the principles of holistic integrative nutrition from both traditional East Asian and modern medical perspectives. While it emphasizes the key role of healthful dietary practices for health maintenance and disease prevention, it also encourages dialogue about the role of supplemental vitamins, minerals, and other nutraceutical products used in integrative healthcare settings. Traditional diets surveyed include Chinese Five Element theory, the Mediterranean diet, Paleo diet, Ayurvedic diet, and other traditional cuisines. The integration of this wisdom into current practice requires attention to taste, color, freshness of food, and food sources. Each student will be asked to create a personal dietary plan based on the wisdom of traditional diets, incorporating appropriate balance of nutrients.

WS212 Anatomy and Physiology 2: Function of Organs

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego, New York

This course presents the anatomy and physiology of the body's major organ systems, including the integumentary system, nervous system, endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, and urinary system.

WS213 Anatomy and Physiology 3: Neuroanatomy

**Units:** 3.0 didactic

**Hours:** 45 academic

Prerequisite: WS212 Concurrent: None

**Location:** New York

The Anatomy and Physiology courses provide an in-depth examination of the anatomy, physiology, and pathology of the musculoskeletal, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. These courses begin with an overview of the body's organization, including organ systems, body regions, planes of movement, and directional terminology. The basics of general cellular physiology are then covered to provide a foundation for tissue, musculoskeletal, and other system physiology and pathology. The skeletal system is explored on a macroscopic level through a general orientation to the bones and joints. It further explores the cooperative relationship between the systems from the standpoint of how their cooperation contributes to the smooth functioning of human physiology and the maintenance of homeostasis. Common pathologies for each system are discussed with a focus on therapeutic massage modifications and contraindications. WS213 focuses on learning the entire nervous system, including the brain, spinal cord, and peripheral nerves throughout the body, and how the muscles are innervated.

WS214 Biomedical Pathology for Massage Therapists 1

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** WS212 **Concurrent:** None

**Location:** New York

To be a competent massage therapist and make safe and effective decisions about contraindications and session planning, students must understand the nature of human disease. Biomedical Pathology for Massage Therapists introduces the etiology, pathogenesis, clinical signs and symptoms, prognosis, and massage contraindications for the most common diseases therapists are likely to encounter. Although all systems are covered, this course will emphasize pathologic processes associated with the nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS218 Biomedical Pathology for Massage Therapists 2

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** WS213, WS214 **Concurrent:** None

**Location:** New York

To be a competent massage therapist and make safe and effective decisions about contraindications and session planning, students must understand the nature of human disease. Biomedical Pathology for Massage Therapists introduces the etiology, pathogenesis, clinical signs and symptoms, prognosis, and massage contraindications for the most common diseases therapists are likely to encounter. Although all systems are covered, this course will emphasize pathologic processes associated with the nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS231 Biomedical Pathology for Massage Therapists

**Units:** 3.0 didactic

**Hours:** 45 academic

Prerequisite: WS212 Concurrent: None

**Location:** San Diego

This course brings the student a basic understanding of the disease process and how it affects the body's functions by introducing the etiology, pathology, clinical signs and symptoms, and prognosis for diseases most commonly encountered by massage therapists. Although all systems are covered, this course will emphasize the pathology of the integumentary, lymphatic, nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems. The course also presents the medical issues of various types of clients as they relate to the practice of massage.

WS233 Orthopedic Sports Pathology

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** BT251a, WS212 **Concurrent:** None

**Location:** New York

This course is intended to train massage therapy students to work with general or acute pain, orthopedic, and sports-related conditions. Course participants gain a basic understanding of anatomy, terminology, biomechanics, and the biomechanical assessment of the upper and lower extremities. The course will cover advanced joint biomechanics, sports biomechanics, and joint mobilization. The course will focus on the use of biomechanics in treatment approaches and clinical problem solving. Students review dermatomes and learn to test the spinal cord tracts and cranial nerves. Students must be able to describe their findings in the appropriate medical-legal language.

WS240 Orthopedic Assessment (SD)

**Units:** 2.0 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** BT257 **Concurrent:** None

**Location:** San Diego

This class is designed to give the student knowledge and understanding of injury assessment and evaluation used in athletic and non-athletic applications using methods of orthopedic and neurological evaluation.

WS240a Orthopedic Assessment (NY)

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 37.5 academic

**Prerequisite:** BT271a **Concurrent:** None

**Location:** New York

This class is designed to give the student knowledge and understanding of injury assessment and evaluation used in athletic and non-athletic applications using methods of orthopedic and neurological evaluation. Students will learn passive range of motion (PROM), active range of motion (AROM), muscle length tests (MLT), resisted isometric tests (RIT), and special neurological and/or pathology tests. Emphasis is placed on a complete postural and injury assessment.

#### HOLISTIC MEDICINE COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS and CMT/AB Courses				
HM221	Aromatherapy	2.0	45.0	None	None
	AOS MT Courses				
HM222	Essential Oils for Massage Therapists	3.0	45.0	AC101a, BT180	None

**HM221** Aromatherapy

**Units:** 1.0 didactic, 1.0 clinical (2 total)

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** San Diego

This course is designed to provide students with scientific and energetic knowledge of essential oils used externally as aromatherapy within their professional practices. Students will understand the safety of using essential oils while staying within their scope of practice. Eastern and Western concepts are discussed and practiced in using essential oils for somatic applications. Students will learn to use a holistic approach of spirit, mind, and body performing aromatherapy consultations to custom blend essential oils for each particular treatment.

**HM222** Essential Oils for Massage Therapists

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** AC101a, BT180 **Concurrent:** None

**Location:** New York

Essential oils are produced by glands of plants. They carry the plant's chemotype and have the potential to be very powerful healing agents in treating people with physical, psychological and/or spiritual problems. Students learn to safely combine and apply essential oils on acupuncture points to stimulate the flow of qi in various channels. The course also teaches the student to safely combine different oils for optimum results.

#### **CLINICAL COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS Courses				
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230	None
CL221	Clinical Practice Shift 1	2.0	60.0	BT201a, CL201a	None
CL222	Clinical Practice Shift 2	2.0	60.0	CL221	None
	AOS MT Courses				
CL226	Massage Practicum 1	2.0	60.0	BT180, BT271a, BU102, OM121, WS111	None
CL227	Massage Practicum 2	2.0	60.0	CL226	None
CL228	Massage Practicum 3	2.0	60.0	CL227	None
	CMT/AB Courses				
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230	None
CL221	Clinical Practice Shift 1	2.0	60.0	BT201a, CL201a	None

**CL201a** Introduction to Body Therapy Clinic

**Units:** 1.0 didactic, 0.5 lab (1.5 total)

**Hours:** 30 academic

**Prerequisite:** BT100, BT130, BT230 **Concurrent:** None

**Location:** San Diego

This course explores personal issues that may encourage or inhibit the success that is possible in a career in massage. A supervised experience, the class involves performing therapeutic acupressure, circulatory/Swedish massage, or tui na, and learning to develop a course of massage treatment. The student may be asked to instruct clients in the methods of self-massage or qigong for specific conditions. Client charting, bedside manner, and clinical policies and procedures are also presented.

**CL221** Clinical Practice Shift 1

Units: 2.0 clinical

**Hours:** 60 academic

**Prerequisite:** BT201a, CL201a **Concurrent:** None

**Location:** San Diego

Students will perform therapeutic massages and utilize external liniments, hot packs, etc. as part of the multi-disciplinary treatment team in the acupuncture clinic supervised by an experienced massage practitioner and faculty member.

**CL222** Clinical Practice Shift 2

**Units:** 2.0 clinical

**Hours:** 60 academic

**Prerequisite:** CL221 **Concurrent:** None

**Location:** San Diego

Students will perform therapeutic massages and utilize external liniments, hot packs, etc. as part of the multi-disciplinary treatment team in the acupuncture clinic supervised by an experienced massage practitioner and faculty member.

#### CL226, CL227, CL228 MASSAGE PRACTICUM 1-3

Each of these courses provides specialized learning in different modalities of treatment and allows the student to work with clients under the direct supervision of qualified and experienced clinical faculty. Students will learn and practice Thai massage, shiatsu, and reflexology under direct supervision of a licensed professional in a clinical setting.

CL226 Massage Practicum 1

**Units:** 2 lab

**Hours:** 60 academic

Prerequisite: BT180, BT271a, BU102, OM121, WS111 Concurrent: AC111, WS212

**Location:** New York

Students will learn and practice shiatsu and reflexology under direct supervision of a licensed professional in a lab setting.

CL227 Massage Practicum 2

**Units:** 1.0 lab, 1.0 clinical (2 total)

**Hours:** 60 academic

Prerequisite: CL226 Concurrent: WS213

Location: New York

Students will learn and practice Thai massage and complete massage therapy clinical hours under

direct supervision of a licensed professional in a clinical setting.

CL228 Massage Practicum 3

**Units:** 2 clinical

**Hours:** 60 academic

Prerequisite: CL227 Concurrent: None

Location: New York

Students will complete massage therapy clinical hours under direct supervision of a licensed

professional in a clinical setting.

#### **BUSINESS COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS and CMT/AB Courses				
BU101a	Public Safety, Business, and Ethics	1.5	22.5	None	None
BU213	Practice Management for Massage Therapists	2.0	45.0	BU101a	None
	AOS MT Courses				
BU100	Public Safety Seminar	0.0	0.0	None	None
BU102	Public Safety and Counseling	2.5	37.5	None	BU100
BU212a	Business Fundamentals for Massage Therapists and NYS Exam Review for Massage Therapists	3.0	45.0	BT281, CL227	None

BU100 Public Safety Seminar (7 hours)

**Units:** 0 didactic

**Hours:** 0 academic

**Prerequisite:** None **Concurrent:** None

**Location:** New York

This seminar is an extended orientation experience in which undergraduate massage therapy students assess their learning styles, connect with each other on a socioemotional level, and discover the tools and resources that will support their learning experience in the massage therapy program.

BU101a Public Safety, Business, and Ethics

**Units:** 1.5 didactic

**Hours:** 22.5 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego

This course is designed to teach students the manual clinical skills necessary for the safety and well-being of the client and the cautions and contraindications to massage. It will explain the cause and prevention of the spread of disease and infection and demonstrate the following sanitary practices: sanitizing floors, massage tables, bolsters, and restrooms; laundering linens; storing and applying products; sanitizing implements; and personal hygiene. It will also demonstrate safety practices for a massage therapy practice. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed.

**BU102** Public Safety and Counseling

**Units:** 2.5 didactic

**Hours:** 37.5 academic

Prerequisite: None Concurrent: BU100

**Location:** New York

This course is designed to teach students the manual and clinical skills necessary for the safety and well-being of the client. It presents cautions and contraindications to massage and explains how to prevent spread of disease and infection. It will demonstrate the following sanitary practices: sanitizing floors, massage tables, bolsters, and restrooms; laundering linens; storing and applying products; sanitizing implements; and personal hygiene. It will also demonstrate safety practices for a massage therapy practice and allow students to explore what it means to be mindful, in one's life, within a healing context. They will learn fundamental communication skills including listening, defining and maintaining healthy boundaries, and authentic expression.

BU212a Business Fundamentals for Massage Therapists and NYS Exam Review for Massage

**Therapists** 

**Units:** 3.0 didactic

**Hours:** 45 academic

**Prerequisite:** BT281, CL227 **Concurrent:** None

**Location:** New York

This course focuses on two pertinent areas for massage therapists: business practices and professional standards. The introduction to business practices and career development presents essential knowledge and skills to help massage practitioners reach their career goals. From defining their work, to writing a business plan, to setting up an office, to finding a job, the practical information and exercises in this course will help the student transition to having a successful massage practice. Topics include types of practices, legal requirements, budgeting, contracts, record keeping, practice building, advertising, business ethics, and practice policies and procedures. The professional foundations part of the course focuses on the professional responsibilities for safeguarding clients. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed.

**BU213** Practice Management for Massage Therapists

**Units:** 1.0 didactic, 1.0 lab (2 total)

**Hours:** 45 academic

**Prerequisite:** BU101a **Concurrent:** None

**Location:** San Diego

This course is designed to teach students business operations and includes practical techniques to enhance effectiveness and the day-to-day running of a business. It will give tips on how to write policies and procedures, interviewing skills, and useful insights into contract basics, effective negotiation, and conflict resolution. Students will explore the field and gain a realistic picture of what is required to establish a business/career and develop successful behaviors that display desirable professional characteristics.

## **REQUIRED COURSES**

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CF0.00	Cardiopulmonary Resuscitation/First Aid	0.0	0.0	None	None
CR0.0	Cardiopulmonary Resuscitation/First Aid	0.0	0.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

CF0.00 Cardiopulmonary Resuscitation/First Aid

(4 hours required for AAS HHS and CMT/AB)

**Units:** 0 didactic

**Hours:** 0 academic

**Prerequisite:** None **Concurrent:** None

**Location:** San Diego

Students are taught how to effectively assess and respond to injuries and life-threatening situations. Skills taught include the ABCs of lifesaving, CPR, the Heimlich maneuver, bandaging, splinting, and wound care.

This is an approved course taught by the American Red Cross or American Heart Association and must include at least four hours of instruction for students taking massage programs.

CR0.00 Cardiopulmonary Resuscitation/First Aid

(4 hours required for AOS MT)

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** New York

Students are taught how to effectively assess and respond to a variety of breathing and cardiac emergencies involving adults. Online courses through American Heart Association or Red Cross are acceptable, but to receive a valid 2-year digital certificate that is OSHA compliant and meets other workplace and regulatory requirements, you must enroll in an instructor-led in-person skill session within 90 days of completing the online course.

## TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

#### **ELECTIVES**

#### AAS HHS and CMT/AB Elective Options

*Elective courses are subject to availability. Partial list of elective options below.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ
	Acupuncture and Chinese Medicine Courses			
CL211	Clinical Counseling 1: The Student	1.5	30.0	None
WS202	Medical Terminology	1.5	22.5	None
WS204	Biological Aspects of Physics	2.5	37.5	None

	Massage/Bodywork Courses			
BT131a	Shiatsu 1	2.0	45.0	OM101 or OM511
BT142	Thai Table Massage	2.0	45.0	None
BT210	Pediatric Tui Na	1.5	30.0	BT130, BT230
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230
BT218a	Synergistic Massage	2.0	45.0	BT100, BT130, BT230
BT220	Accessory Techniques	2.0	45.0	BT100, BT130, BT230
BT231	Introduction to Ayurvedic Massage	2.5	45.0	None
BT245	Reiki	2.0	45.0	None
BT252	Craniosacral Work 1	2.5	45.0	None
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0	BT201a
BT320	Face Reading for Massage Therapists	3.0	45.0	None
BT470	Advanced Clinical Applications	2.0	45.0	BT257
BTW280	Structural Integration	2.0	45.0	BT201a, BT257, WS111
BTW282	Perinatal Massage	2.0	45.0	BT100
BTW300	Lomi Lomi	2.0	45.0	BT100
HM221	Aromatherapy**	2.0	45.0	None
WS240	Orthopedic Assessment	2.5	45.0	BT257
	Transferable Electives			
BIO101	General Biology*	2.5	45.0	None
CHEM101	General Chemistry*	3.0	45.0	None
PSY101	General Psychology*	3.0	45.0	None
QR201	Quantitative Reasoning	3.0	45.0	None

<sup>\*:</sup> Co-requisite courses to the DAcCHM program (General Biology transfers into the MSAcCHM program)

# **AOS MT Elective Options**

Elective courses are subject to availability. Partial list of elective options below.

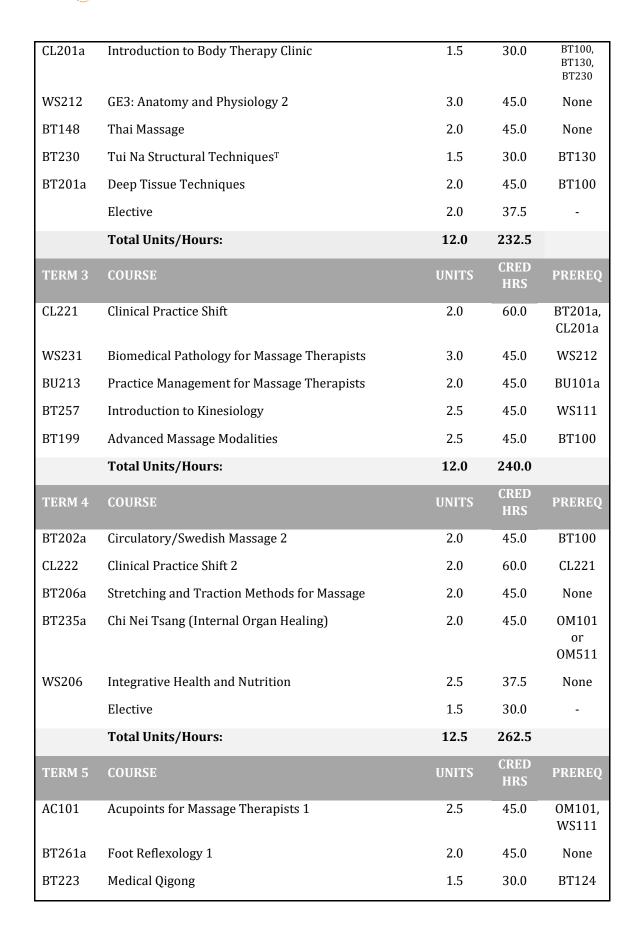
	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
BT200	Advanced Massage Modalities	2.5	42.0	45.0	BT180	None
BT213a	Tui Na Treatment of Disharmonies	2.5	42.0	45.0	BT130, BT230	None
BT219	Sports Massage and Pathology	1.5	28.0	30.0	BT271a	None
BT231	Introduction to Ayurvedic Massage	2.5	42.0	45.0	None	None
BT240	Advanced Shiatsu	2.5	45.0	45.0	CL226	None
BT283	Advanced Sports and Orthopedic Massage	2.5	42.0	45.0	BT251a, BT271a	None
BT255	Advanced Thai Massage	2.5	42.0	45.0	CL226	None
BT282	Perinatal Massage	2.5	45.0	45.0	BT10, BT280	None

# AAS HHS FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None
WS111	GE3: Anatomy and Physiology $1^{T}$	2.5	45.0	None
BT130	Tui Na Hand Techniques <sup>T</sup>	1.5	30.0	None
BT124	Taiji/Qigong <sup>T</sup>	1.5	30.0	None
BT100	Circulatory/Swedish Massage 1	2.0	45.0	None
BU101a	Public Safety, Business and Ethics	1.5	22.5	None
CF0.00	CPR (4-hour course required)	0.0	0.0	None
	Total Units/Hours:	12.0	217.5	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ

<sup>\*\*:</sup> May not be counted towards bodywork elective hours



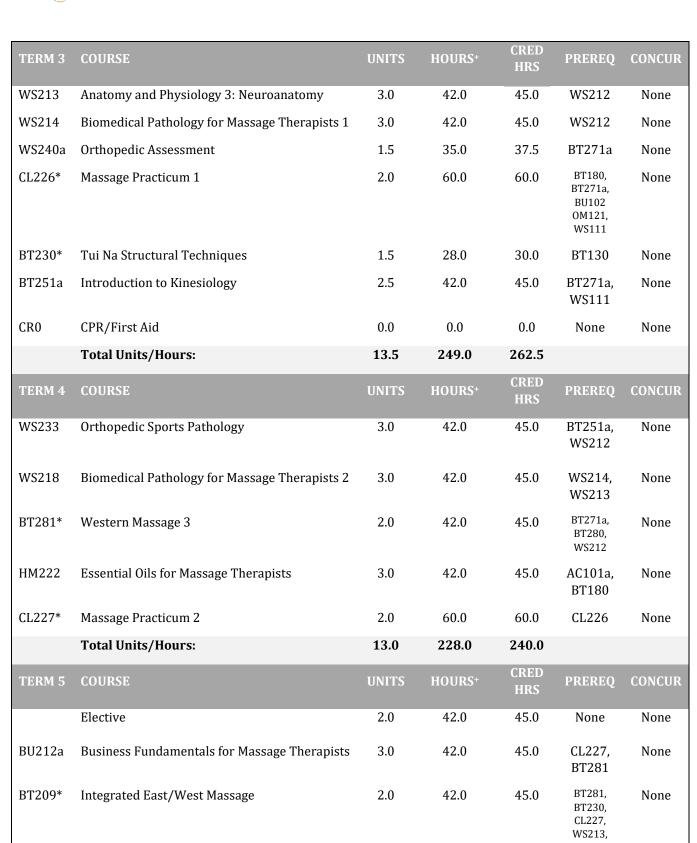
Total Units for AAS Degree:	60.0	1,192.5	
Total Units/Hours:	12.0	240.0	
Elective	1.5	30.0	-
Elective	2.0	45.0	-
Elective	2.5	45.0	-

T: transfer credit into the master's or doctoral degree program is awarded for this course

## AOS MT FULL-TIME MODEL CURRICULUM, NEW YORK

Subject to change.

TERM 1	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	0.0	None	None
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	42.0	45.0	None	None
OM121	East/West Physiology 1	3.0	42.0	45.0	None	None
BT130*	Tui Na Hand Techniques	1.5	28.0	30.0	None	None
OM102	Philosophy and History of Asian Medicine	3.0	42.0	45.0	None	None
BU100	Public Safety Seminar	0.0	7.0	0.0	None	None
BU102	Public Safety and Counseling	2.5	35.0	37.5	None	BU100
BT180*	Western Massage 1	2.5	42.0	45.0	None	BU102, WS111
	Total Units/Hours:	15.0	238.0	247.5		
TERM 2	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
WS212	GE3: Anatomy and Physiology 2	3.0	42.0	45.0	None	None
OM222	East/West Physiology 2	3.0	42.0	45.0	OM121	None
BT124*	Taiji/Qi Gong <sup>™</sup>	1.5	28.0	30.0	None	None
AC111	Acupoints for Massage Therapists	2.5	42.0	45.0	OM121, WS111	None
BT271a	Myology for Postural Alignment	2.0	42.0	45.0	WS111	None
BT280*	Western Massage 2	2.0	42.0	45.0	BT180, WS111	None
	Total Units/Hours:	14.0	238.0	255.0		



2.0

60.0

60.0

**CL227** 

None

CL228\*

Massage Practicum 3

Total Units/Hours:	9.0	186.0	195.0
Program Total:	64.5	1,139.0	1,200.0

<sup>\*:</sup> Practical class with 100% attendance policy

## CMT/AB FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	None
WS111	GE3: Anatomy and Physiology $1^{T}$	2.5	45.0	None
BT130	Tui Na Hand Techniques <sup>T</sup>	1.5	30.0	None
BT124	Taiji/Qigong <sup>T</sup>	1.5	30.0	None
BT100	Circulatory/Swedish Massage 1	2.0	45.0	None
BU101a	Public Safety, Business and Ethics	1.5	22.5	None
CF0.00	CPR (4-hour course required)	0.0	0.0	None
	Total Units/Hours:	12.0	217.5	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100, BT130, BT230
WS212	GE3: Anatomy and Physiology 2	3.0	45.0	None
BT148	Thai Massage	2.0	45.0	None
BT230	Tui Na Structural Techniques $^{\mathrm{T}}$	1.5	30.0	BT130
BT201a	Deep Tissue Techniques	2.0	45.0	BT100
	Elective	2.0	37.5	-
	Total Units/Hours:	12.0	232.5	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
CL221	Clinical Practice Shift	2.0	60.0	BT201a, CL201a

<sup>+</sup>: For verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ration instead of the normal academic 15:1 ratio

T: transfer credit into the master's or doctoral degree program is awarded for this course

WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212
BU213	Practice Management for Massage Therapists	2.0	45.0	BU101a
BT199	Advanced Massage Modalities	2.5	45.0	BT100
BT257	Introduction to Kinesiology	2.5	45.0	WS111
	Total Units/Hours:	12.0	240.0	
	Total for CMT/AB Certificate:	36.0	690.0	

T: transfer credit into the master's or doctoral degree program is awarded for this course

# Health and Human Performance and Health Education

# Master of Science Health and Human Performance (MSHHP)

## **NOT OFFERED AS OF SPRING 2023**



## **Educational Purpose**

The purpose of the Master of Science (Health and Human Performance) (MSHHP) is to provide students who have a deep interest in personal development with the knowledge and experience required to become health and human performance coaches and health educators. By applying philosophies, principles, and knowledge from traditional medical systems and modern science, graduates will develop performance solutions for individuals and groups to achieve their goals. As health educators, they will also possess the skills to educate individuals as well as disseminate their knowledge through multiple media and employment opportunities.

## **Program Learning Outcomes**

Graduates of the program will:

- 1. Exemplify Pacific College of Health and Science's values of integrity, mindfulness, compassion, critical thinking, collaboration and education.
- 2. Experience the personal benefits of acquiring a broad and deep understanding of health and human performance.
- 3. Research and understand psychological and physiological influences on human performance.
- 4. Research and critically analyze the broad range of whole food diets, and nutritional supplementation strategies, and consider their optimal application.
- 5. Understand the principles of holistic and Chinese medicine as well as modern bioscience and apply both to performance solutions.
- 6. Compare and contrast multiple coaching models.
- 7. Develop a philosophy of health and human performance and a personalized method of coaching.
- 8. Analyze individual and group performance goals.
- 9. Design, develop, implement, and evaluate performance improvement solutions.
- 10. Conduct health education to a variety of individuals and groups through multiple media.
- 11. Maintain a portfolio of performance improvement solutions that demonstrates the application of knowledge acquired across the curriculum.

The program's learning objectives are directly connected to the college's mission, core values and vision.

Pacific College of Health and Science is the recognized leader in delivering traditional medicine and integrative health science education to practitioners and the public. Pacific College of

Health and Science is a catalyst for the adoption and expansion of traditional medicine and integrative health science principles, practices, and research, empowering individuals to gain and maintain health and enjoy life. Pacific College of Health and Science is contributing to the transformation of the structure and economics of healthcare by bringing education and integrative health science to where people live, learn, and play.

"During his reign, Huang Di (the famous Yellow Emperor) discoursed on medicine, health, lifestyle, nutrition, Taoist cosmology with his ministers Qi Bo, Lei Gong, and others. Their first discussion began with Huang Di inquiring, "I've heard that in days of old, everyone lived one hundred years without showing the usual signs of aging. In our time, however, people age prematurely, living only fifty years. Is this due to a change in the environment or is it because people have lost the correct way of life?" (The Yellow Emperor's Classic of Medicine, Maoshing Ni, PhD; Shambala, Boston and London. 2011.)

While medical miracles surround us and some people can now hope to live to one hundred years of age, the 'usual signs of aging' and degenerative disease remain concerns. Studying and analyzing the 'correct way of life,' i.e., studying physiology, nutrition, and more, may provide resources to foster optimal health at any age. This knowledge can empower individuals to take control of their health and achieve resistance to disease and extend their functional longevity.

Recognizing the body-mind unity, MSHHP graduates also employ traditional mindfulness and meditation techniques for emotional management, positive effects on relationships, creativity, and productivity, and even longevity. The program even explores recent insights from video game research and performance psychology to provide tools for performance solutions.

## Your Faculty are Leaders in the Field

By their participation in this emerging field of academic study, faculty contribute to curriculum development as well as to the body of evidence in the field. Their scholarship expectations include but are not limited to:

- Analyzing the combined effect of physiology and psychology on human performance.
- Analyzing traditional medicine's contributions to the subject of human performance and considering their application in today's culture.
- Developing innovative coaching solutions.
- Active participation in professional organizations, including speaking to and/or writing for professional audiences.
- Evidence of tangible contributions to professional organizations, including poster presentations, published articles, and speaking engagements based on published scholarship.
- Contributions to the field of study, including publishing in a peer-reviewed journal, publishing a book related to the field, or making presentations as a subject matter expert at national meetings of professional organizations in the field.
- Publishing articles for lay audiences.

## **MSHHP Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0\*
- Applicants must have either successfully completed at least one course or equivalent in each
  of the following: Anatomy and Physiology 2 and Psychology, or complete during the
  program according to the following schedule:
  - Anatomy and Physiology 2 (generally taken Term 1) is a pre-requisite to PHY551 Physiology of Human Performance.
  - General Psychology (generally taken Term 2) is a pre-requisite to PSY601 Psychology of Human Performance.

## **MSHHP Transfer Credit Policy**

- No more than 6 units of transfer will be granted.
- To be eligible, the courses must have a grade of a C or better and be at the graduate level.
- A minimum of 30 units must be completed at Pacific College of Health and Science.

#### MSHHP COURSES AND COURSE DESCRIPTIONS

*In alphabetical order by course code and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
HPC501	Health and Human Performance Coaching: Personal Growth	3.0	45.0	None	None
HPC502	Health and Human Performance Coaching: Principles and Practice	3.0	45.0	HPC501	None
HPC503	Health and Human Performance Coaching: Interpersonal Skills	3.0	45.0	HPC502	None
HPC504	Health and Human Performance Coaching: Professional Skills	3.0	45.0	НРС503	None
HPC550	Performance Solutions Portfolio	3.0	45.0	HPC503, NUT501, NUT511, PSY601	HPC504
NUT501	Nutrition I: Holistic Approaches to Wellness and Longevity	3.0	45.0	None	RES501, TCM501
NUT511	Nutrition II: Supplemental Approaches and Peak Performance	3.0	45.0	NUT501, RES501, TCM501	None

<sup>\*</sup>Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.

PHYS551	Physiology of Human Performance	3.0	45.0	WS212	RES501, TCM501
PSY601	Psychology of Human Performance	3.0	45.0	HPC501, PSY101, RES501, TCM501	HPC503
RES501	Evidence Informed Practice: Performance and Scientific Literature	3.0	45.0	None	None
TCM501	Chinese Medicine: Wellness, Longevity and Peak Performance	3.0	45.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

# HPC501, HPC502 HEALTH AND HUMAN PERFORMANCE COACHING (HHPC): PERSONAL GROWTH, PRINCIPLES AND PRACTICE

#### HPC501, HPC502 HHPC: INTERPERSONAL AND PROFESSIONAL SKILLS

After completing this series of courses, students will be able to articulate their personal philosophy of health, human performance, and health education. They will also develop a plan for career development and networking activities. To assist in their career development, the courses also address marketing and financial management skills that are applicable to both the coach, and clients who need financial training and assistance. In each of these four courses, students develop coaching skills through instruction, role play, self-evaluation, and peer review. Additionally, they study, analyze, compare, and contrast the habits and achievements of highly successful individuals across a wide spectrum of endeavors to discover the common threads of excellence.

Students complete 50 hours of health coaching sessions as course assignments. Video conferencing is a common way to deliver coaching. Best practices, as well as innovative methods, for such delivery will be presented and encouraged. A Health Coach certificate is awarded to qualified healthcare providers who have applied for the certificate and complete the series of four health coaching courses.

HPC501	<b>Health and Human Performance Coaching: Personal Growth</b>
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**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course presents tools for self-discovery and techniques for personal growth applicable to both coach and client: self-assessment, mindfulness, meditation, exercise, journaling, self-reflection, breathing, and more. Students choose one or more to practice and document the journey of wellness as a way of life. This course also presents the key dynamics of the coach-client relationship. Students learn to mobilize the internal strengths of their clients as well as to offer external resources that facilitate achievement of goals.

HPC502 Health and Human Performance Coaching: Principles and Practice

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HPC501 **Concurrent:** None

**Location:** Online

This course presents the concepts, careers, and agencies important to the field of HHPC. It presents multiple approaches to coaching, along with Pacific College of Health and Science's unique concept of integrating modern coaching methodology with insights from Chinese medicine. Ethics, safety, scope of practice, regulations, career opportunities are explored. Students encounter the challenges, goals, and desires of clients and become familiar with resources for performance solutions. Students develop core coaching skills through instruction, role play, self-evaluation, and peer review.

**HPC503** Health and Human Performance Coaching: Interpersonal Skills

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HPC502 **Concurrent:** None

**Location:** Online

In this Skills course, students hone their coach-client communication and interpersonal skills. Students research personality types and traits and consider the role of empathy, intuition, compassion, and body language in the coaching relationship. Students learn how to assess clients' natural strengths and potential areas for development for the purpose of supporting their peak performance goals.

**HPC504** Health and Human Performance Coaching: Professional Skills

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HPC503 **Concurrent:** None

**Location:** Online

The course introduces essential business information. As students prepare to enter private practice, they will identify the communities they want to serve, while refining their personal approach to coaching and ways to build their reputation. They will create a marketing calendar and business strategy and apply cumulative skills from earlier courses to write and execute their business plans.

**HPC550** Performance Solutions Portfolio

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HPC503, NUT501, NUT511, PSY601 Concurrent OK: HPC504

**Location:** Online

Students build a professional portfolio of their work for presentation to employers and clients. The portfolio reflects a refinement and synthesis of performance solutions created in each program course. These solutions go through an iterative process to create the portfolio that showcases the student's philosophy, professional interests, and human performance knowledge and skills. The student may also include work done in their professional life prior to or during the program.

NUT501 Nutrition I: Holistic Approaches to Wellness and Longevity

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent OK:** RES501, TCM501

**Location:** Online

This course presents the practice of evidence-based nutrition coaching for optimal health and peak performance. After a review of digestion and metabolism from the perspectives of bioscience and Chinese medicine physiology, students receive a systematic methodology for assessing a client's needs and developing a coaching plan to help the client achieve their goals. The course will use a case-based format to explore a wide range of issues related to food groups, food safety and sourcing, common diets, and the use of diet to achieve optimal health.

## NUT511 Nutrition II: Supplemental Approaches and Peak Performance

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** NUT501, RES501, TCM501 **Concurrent:** None

**Location:** Online

Students explore nutrition through several lenses: nutraceutical, herbal, supplementation, pharmaceutical, and more. Aimed at personal, peak, and even extreme performance, the course includes current trends to maximize performance and strategies for effectively coaching clients to manage several of the world's most common health concerns with supplements, lifestyle and the nutritional basics gained from NUT501.

PHY551 Physiology of Human Performance

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** WS212 **Concurrent OK:** RES501, TCM501

**Location:** Online

This course introduces the integrative, evidence-informed, systems-based approach to the physiology of health and human performance. Students apply the functional medicine matrix, addressing genomics, biochemical individuality, environmental inputs, and core physiological processes. The physiological effects of mild to intense physical activity are studied. With a foundation in fitness assessment, students address physical, mental, emotional, and cognitive goals. Solutions for common health complaints are also explored. Students examine the intersection of modern Western and traditional Chinese physiology throughout the course.

**PSY601** Psychology of Human Performance

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HPC501, PSY101, RES501, TCM501 Concurrent OK: HPC503

**Location:** Online

This course explores performance from a psychological perspective in diverse areas such as academics, sports, creative pursuits, work performance, and leadership. The students consider various theories of motivation, the role of emotion and personality, and the effect of cultural values and expectations. Students undertake a fascinating comprehensive exploration of flow states, their causes, benefits, risks, and role in human performance.

RES501 Evidence Informed Practice (EIP): Performance and Scientific Literature

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course presents the importance of EIP and its application. It familiarizes students with the resources available and how to access them. Through their research, students become familiar with the fascinating and challenging ideas in the field of human performance and personal growth. Students demonstrate their ability to analyze conflicting information, compare, contrast, and decide on the relative merit and applicability of the sources.

TCM501 Chinese Medicine: Wellness, Longevity and Peak Performance

Units: 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Chinese medicine has a long history of techniques that improve health and extend the healthy lifespan. This course introduces concepts, methods, and therapies from Chinese medicine that are applicable to coaching, wellness, longevity, and peak performance. It presents historical and modern figures who evidence the results possible from energetic practices (e.g., qigong, meditation, etc.). Particular attention is paid to the traditional Chinese understanding of the causes and prevention of disease, and the preservation of one's inherited constitution through diet and lifestyle. Students will study the correlations between traditional Chinese and modern Western physiology.

## TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

## **MSHHP Elective Options**

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
	Acupuncture and Chinese Medicine			
IPM800	Integrative Pain Management	2.0	30.0	Licensed Acupuncturist
SE410	Healthcare Disparities	1.0	15.0	None
	Health and Human Performance			
HCE501	Approved Coaching or Personal Training Programs	3.0	45.0	HPC503
HCE502	Health and Human Performance: Coaching Practicum	2.0	60.0	HPC501, HPC502
	Holistic Nursing			

BIO400	Psychoneuroimmunology	3.0	45.0	None
	Medical Cannabis			
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	None
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.0	45.0	None

**HCE501** Approved Coaching, Personal Training and Certificate Programs

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HPC503 **Concurrent:** None

**Location:** Online

Students may be awarded up to three units of elective credit by taking an approved health coaching or personal training programs from such institutions as the CHEK Institute, Egoscue Institute, Institute for Integrative Nutrition, Health Coaching Institute, Human Potential Institute, KionU, or similar PCHS-approved institutions. Programs approved by the Center for Credentialing and Education (CCE) or the International Coach Federation (ICF) may also qualify. In addition to completing an approved certificate program, students compare and contrast their course with Pacific College of Health and Science's MSHHP curriculum, coaching approach and describe how both programs will contribute to career development and success.

**HCE502** Health and Human Performance: Coaching Practicum

**Units:** 2 lab/clinical

**Hours:** 60 academic

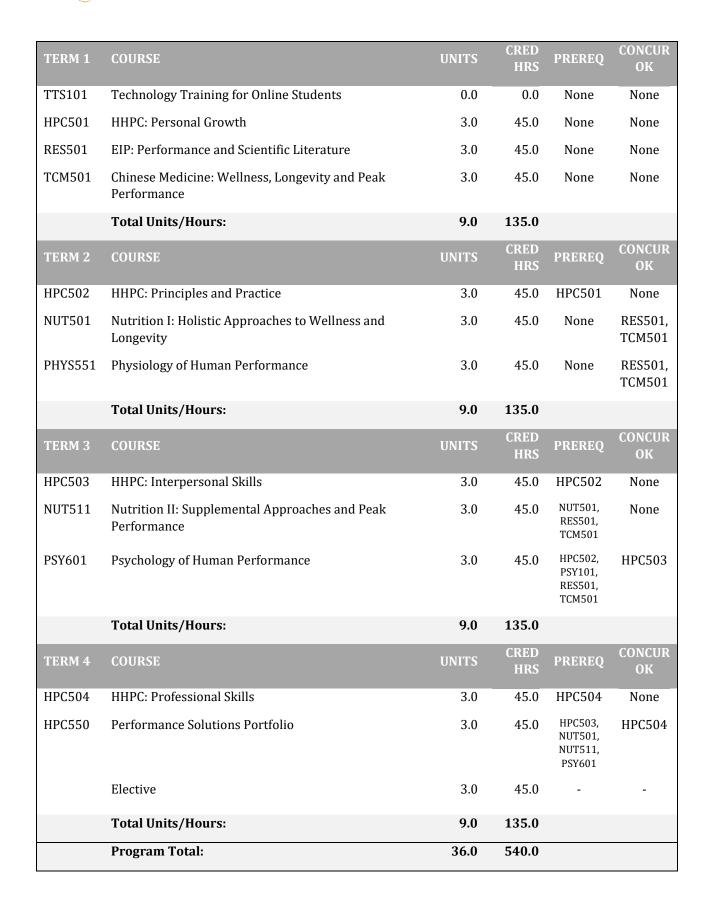
**Prerequisite:** HPC501, HPC502 **Concurrent:** None

**Location:** Online

Students will perform coaching sessions with coaching clients supervised by an experienced coaching practitioner and faculty member. Students will facilitate client's self-directed goal setting and planning. Coaches may provide clients with educational resources related to health and wellness. Coaches do not diagnose or treat any clinical conditions. Coaches do not develop customized nutrition regimens for clients. Coaches do not interpret or provide recommendations to meet the nutritional needs of medically prescribed diets. Standards of practice including ethics, record keeping, policies, HIPAA regulations and standard procedures are reinforced. Students will gain coaching hours that can count towards ICF credentialing.

### MSHHP PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.



# **Bachelor of Science in Public Health Education and Promotion (BS PHEP)**

**NOT OFFERED AS OF FALL 2022** 

Total Credits:	120.5
Total Hours:	1,807.5
Location:	Online

## **Educational Purpose**

A Bachelor of Science in Public Health Education and Promotion (PHEP) is for those who are passionate about helping individuals and populations prevent disease and achieve optimal physical, mental, and emotional health and wellness. Students graduate from the program with foundational knowledge in health promotion planning, implementation, and evaluation.

Helping individuals and communities assess and improve health holistically has never been so important. Our population is aging, millions have been infected by the coronavirus, and many more suffer from chronic stress and anxiety-related disorders, while individuals and communities struggle to respond. Public Health Education graduates provide an extremely valuable service to their fellow humans. Health educators focus on helping groups of people, from family units to large urban communities, to develop educational campaigns and programs promoting healthy habits and environments.

## **Program Learning Outcomes**

- 1. Demonstrate comprehension and application of theories and processes involved in holistic health behavior change that address mind, body and spirit connection
- 2. Demonstrate health promotion program planning rationale development and needs assessment through the preparation of basic written health promotion program proposal
- 3. Explain the significance of health theory models and major components for planning a health promotion program
- 4. Discuss various strategies for implementing holistic health promotion programs, and the mind, body spirit concerns that need to be addressed prior to implementation
- 5. Apply health promotion program evaluation steps and basic research and analysis guidelines for program data (e.g. quantitative vs. qualitative, data scale, validity, reliability, reduction, sampling, etc.)
- 6. Discuss various strategies for implementing holistic health promotion programs, and the concerns that need to be addressed prior to implementation
- 7. Explain the various types of health promotion program evaluations, the advantages and disadvantages associated with each type, and the steps in selecting an evaluation design for a health promotion program
- 8. Engage community, coalitions, and stakeholders in identifying resources for addressing the mind, body and spirit health issues around planning advocacy efforts

- 9. Demonstrate skills required for obtaining, disseminating, and communicating health information effectively using a variety of strategies, methods, and techniques tailored to priority populations
- 10. Demonstrate skills required for managing fiscal resources, human resources, and partnerships involved in the administration of health promotion programs
- 11. Apply ethical conduct on interprofessional teams

## **BS PHEP Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 2.5\*
- Completion of 30 credits at the undergraduate level.

#### BS PHEP COURSES AND COURSE DESCRIPTIONS

*In alphabetical order by course code and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
BIO101	General Biology	2.5	45.0	None	None
ENG101	English Composition	3.0	45.0	None	None
HEP101	Profession of Health Education and Health Promotion	3.0	45.0	None	None
HEP111	Contact Tracing and Case Investigation	0.5	7.5	None	None
HEP121	Essential Concepts of Health Education and Health Promotion	3.0	45.0	HEP101	None
НЕР131	Health Promotion: Policy, Management, and Administration	3.0	45.0	HEP101	None
HEP201	Epidemiology	3.0	45.0	HEP101	None
HEP211	Essentials of Data Analysis	3.0	45.0	HEP101	None
HEP231	Environmental Health	3.0	45.0	HEP101	None
НЕР301	Methods of Health Education	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231	None
HEP311	Social Determinants of Health and Health Behavior	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231	None

<sup>\*</sup>Applicants with a lower undergraduate GPA (2.0 to 2.5) may be considered based on professional accomplishments, e.g., passing a healthcare licensing examination, work history, GRE scores, etc.

НЕРЗЗ1	Health Promotion Program Planning and Implementation	3.0	45.0	HEP311	None
HEP351	Health Promotion Program Evaluation	3.0	45.0	НЕРЗ11, НЕРЗ31	None
HEP401	Health Communication and Advocacy	3.0	45.0	HEP301, HEP351	None
HEP411	Preparation for Certified Health Education Specialist Exam	3.0	45.0	HEP401	None
HEP421	Applied Projects in Health Education and Health Promotion	3.0	45.0	HEP401	None
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None	None
QR201	Quantitative Reasoning	3.0	45.0	None	None
TTS101	Technology Training for Online Students	0.0		None	None
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0	None	None
WS208	Integrative Health and Nutrition	3.0	45.0	None	None
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	WS111	None
WS251	Biology for Public Health Professionals	3.0	45.0	None	None

**BIO101** General Biology

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

The goals of the Biology course are to familiarize the student with the basic biological processes common to all forms of life on our planet and help the student understand the biological basis of anatomy, physiology, and nutrition. The course will focus on two important areas: 1) the fundamentals of biological structures (cell chemistry and structure), and the processes that maintain cellular integrity (basic principles of metabolism, including respiration and photosynthesis), and 2) the diversity of life forms and their organization, with units focusing on plants. A laboratory component of the course may solidify the academic material with some hands-on experience relating to the lecture topics.

## **ENG101** English Composition

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized grammatical and effective writing

**HEP101** Profession of Health Education and Health Promotion

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

In this course, students will learn about the spectrum of public health and health coaching professions. They learn how health education professionals help individuals achieve their health goals and behavior change while at the same time helping groups of communities plan, implement, and analyze health initiatives. Students will emerge with a broad understanding of the rich jobs and careers in public health education and promotion.

**HEP111** Contact Tracing and Case Investigation

**Units:** 0.5 didactic

**Hours:** 7.5 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course provides an overview of contact tracing, the presentation of COVID-19 with evidence for how it is transmitted, and resources to effectively communicate with populations most impacted by COVID-19. Most of all, this course helps students learn how to build their communication and motivational interviewing skills to gain trust and build rapport with those contacted.

**HEP121** Essential Concepts of Health Education and Health Promotion

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP101 **Concurrent:** None

**Location:** Online

This course introduces students to the concepts that guide individual and community health education practices. They will be given the opportunity to bring their experiences to life by using health concepts to create health education and promotion goals that encourage and support the mind, body, and spirit connection.

**HEP131** Health Promotion: Policy, Management and Administration

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HEP101 Concurrent: None

**Location:** Online

Budgeting, personnel, and policies for managing health promotion programs are an important part of public health education. In this course, students will apply these concepts to their health organization solutions.

**HEP201** Epidemiology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP101 **Concurrent:** None

**Location:** Online

In this course, students will formulate skills to interpret disease and the impact of the mind-body connection on wellbeing by applying epidemiology concepts and breaking down the root causes of disease.

**HEP211** Essentials of Data Analysis

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP101 **Concurrent:** None

**Location:** Online

This hands-on course presents methods of acquiring qualitative information through observation and focus groups, and quantitative data through surveys and polls. Students will explore research studies and improve their confidence in using them to create health solutions.

**HEP231** Environmental Health

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HEP101 Concurrent: None

**Location:** Online

This course offers examples of hazardous agents that can impact health and decrease the body's ability to respond to contaminants. Students will discover what affects the global environment, including the biological, physical, and chemical threats to human health of the mind, body, and spirit.

**HEP301** Methods of Health Education

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HEP101, HEP121, HEP131, HEP201, HEP211, HEP231 Concurrent: None

**Location:** Online

Students will learn proven methods to educate individuals and communities about health concerns and develop communication skills while creating holistic health education materials for diverse populations.

**HEP311** Social Determinants of Health and Health Behavior

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP101, HEP121, HEP131, HEP201, HEP211, HEP231 **Concurrent:** None

**Location:** Online

This course examines how race, ethnicity, and health intersect. It explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial, and spatial segregation, and the ways in which they contribute to inequalities in health and how health behavior is impacted. Students will research health topics and populations to find out how health behavior is formed.

**HEP331** Health Promotion Program Planning and Implementation

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HEP311 Concurrent: None

**Location:** Online

This course explores the systems used to support positive health outcomes. Students will practice budgeting, logistics, and working with their intended community to better plan and implement holistic health initiatives.

**HEP351** Health Promotion Program Evaluation

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP311, HEP331 **Concurrent:** None

**Location:** Online

This course provides methods to assess the effectiveness of the programs students have created, and how to revise the programs to improve results.

**HEP401** Health Communication and Advocacy

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: HEP301, HEP351 Concurrent: None

**Location:** Online

In this course, students will further develop their communication skills by using a variety of media strategies that advance public health policies and promote positive social change. Students will sharpen their personal presentation skills and ability to use modern communication media.

HEP411 Preparation for Certified Health Education Specialist Exam

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP401 **Concurrent:** None

**Location:** Online

This course will prepare students to take the Certified Health Education Specialist Exam. The Certified Health Education Specialist examination (commonly known as the CHES exam) was developed by the National Commission for Health Education Credentialing. Many employers take CHES certification into consideration when making hiring decisions.

**HEP421** Applied Projects in Health Education and Health Promotion

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** HEP401 **Concurrent:** None

**Location:** Online

In this course, with the help of their faculty, students will build a healthcare project for a public or private health organization, providing an opportunity to apply theory to a real-world setting.

OM511 Fundamentals of Chinese Medicine 1

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Fundamentals of Chinese Medicine (FCM)1 begins the comprehensive study of the basic theories of Chinese medicine, including qi, blood, fluids, five phases, and viscera-bowel (zang-fu) physiology.

QR201 Quantitative Reasoning

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Quantitative reasoning (QR) is the application of mathematical concepts and skills to solve real-world problems. QR201 is designed to stimulate interest in and appreciation of mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live. In this course, students are introduced to quantitative reasoning, the use of mathematical principles, and critical thinking to solve real-world problems. Topics include using Excel and other software applications to apply basic mathematical concepts to a set of data, problem solving, units of measure, percentages and ratios, exponential growth and decay, linear and exponential models, managing money, and simple and compound interest.

**TTS101** Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

WS111 Anatomy and Physiology 1 (Bones and Muscles)

**Units:** 2 didactic, 0.5 lab (2.5 total)

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This class covers the structural and functional principles of the bones and muscles. Students will acquire a working knowledge of the names, locations, and functions of all the major bones, along with the origins, insertions, and actions of all the major muscle groups. Students will identify, locate, and palpate bones, bony prominences, and muscles on themselves and other persons, and demonstrate the anatomical terminology

of articulations and movements. This class will also cover basic chemistry, cell structure, cellular metabolism, and tissues.

WS208 Integrative Health and Nutrition

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course explores the principles of improving the health of the population through improved nutrition. Students will review healthful dietary practices and the role of vitamins, minerals, and other nutraceutical products used in integrative healthcare settings. This will include an in-depth survey of past and current dietary trends in the USA in the last 3 decades. Students will explore the key role of health promotion and disease prevention through improved nutrition, also looking at how public policy is developed and implemented, and how to advocate for public health. The course will also look at the role of federal agencies, and how to assess, plan, and evaluate nutrition services for different types of communities, especially those at risk.

WS212 Anatomy and Physiology 2 (Function of Organs)

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** WS111 **Concurrent:** None

**Location:** Online

This course presents the anatomy and physiology of the body's major organ systems, including the skeletal system, muscular system, nervous system, sensory system, endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system.

WS251 Biology for Public Health Professionals

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course explores the biological basis of human disease and the role public health measures play in reducing both the extent and impact of chronic and acute dysfunction on individuals and society. The course provides an overview of the mechanisms of physiological dysfunction, pathogenesis, and consequences of the most common disorders as they relate to the major organ systems. This course also explores the pathology and general health management of disease and injuries across the human lifespan through the lens of public health and health education.

# **BS PHEP Elective Options**

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
	Acupuncture and Chinese Medicine			
OM501	Foundations of Chinese Medicine	3.0	45.0	None
SE602	Emotional and Spiritual Healing in Asia	3.0	45.0	SE511
WS204	Biological Aspects of Physics	2.5	37.5	None
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101
WS651	Pharmacology	2.0	30.0	WS531, WS632
	Health and Human Performance			
HPC501	Health and Human Performance Coaching: Personal Growth	3.0	45.0	None
HPC502	Health and Human Performance Coaching: Principles and Practice	3.0	45.0	HPC501
HPC503	Health and Human Performance Coaching: Interpersonal Skills	3.0	45.0	HPC502
HPC504	Health and Human Performance Coaching: Professional Skills	3.0	45.0	HPC503
	Holistic Nursing			
BIO400	Psychoneuroimmunology	3.0	45.0	None
	Medical Cannabis			
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.0	45.0	None
CAN412	Medical Cannabis Guidelines and Professional Practice	3.0	45.0	CAN402
CAN422	Cannabis Industry: Foundations Capstone	2.0	30.0	CAN411 or CAN412



# BS PHEP FULL-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
BIO101	General Biology	3.0	45.0	None
ENG101	English Composition	3.0	45.0	None
HEP101	Profession of Health Education and Health Promotion	3.0	45.0	None
HEP111	Contact Tracing and Case Investigation	3.0	45.0	None
WS208	Integrative Health and Nutrition	3.0	45.0	None
	Total Units/Hours:	12.5	187.5	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
HEP121	Essential Concepts of Health Education and Health Promotion	3.0	45.0	HEP101
QR201	Qualitative Reasoning	3.0	45.0	None
WS111	Anatomy and Physiology 1: Bones and Muscles	3.0	45.0	None
	Elective	3.0	45.0	-
	Total Units/Hours:	12.0	180.0	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
HEP131	Health Promotion: Policy, Management and Administration	3.0	45.0	HEP101
WS212	Anatomy and Physiology 2: Functions of Organs	3.0	45.0	BIO101, WS111
	Elective	3.0	45.0	-
	Elective	3.0	45.0	-
	Total Units/Hours:	12.0	180.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
HEP201	Epidemiology	3.0	45.0	HEP101
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	None
WS251	Biology for Public Health Professionals	3.0	45.0	None

	Elective	3.0	45.0	-
	Total Units/Hours:	12.0	180.0	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
НЕР301	Methods of Health Education	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231
НЕР311	Social Determinants of Health and Human Behavior	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231
	Elective	3.0	45.0	-
	Elective	3.0	45.0	-
	Total Units/Hours:	12.0	180.0	
TERM 7	COURSE	UNITS	CRED HRS	PREREQ
НЕРЗЗ1	Health Promotion Program Planning and Implementation	3.0	45.0	HEP311
HEP351	Health Promotion Program Evaluation	3.0	45.0	HEP311
	Elective	3.0	45.0	-
	Elective	3.0	45.0	-
	Total Units/Hours:	12.0	180.0	
TERM 8	COURSE	UNITS	CRED HRS	PREREQ
HEP401	Health Communication and Advocacy in Health Education	3.0	45.0	HEP301, HEP311, HEP331, HEP351
	Elective	3.0	45.0	-
	Elective	3.0	45.0	-
	Elective	3.0	45.0	-
	Total Units/Hours:	12.0	180.0	
TERM 9	COURSE	UNITS	CRED HRS	PREREQ

Total onits/ Hoursi			
Total Units/Hours	12.0	180.0	
Elective	3.0	45.0	-
Elective	3.0	45.0	-
Elective	3.0	45.0	-
Applied Projects in Health Education and Health Promotion	3.0	45.0	HEP401
COURSE	UNITS	CRED HRS	PREREQ
Total Units/Hours:	12.0	180.0	
Elective	3.0	45.0	-
Elective	3.0	45.0	-
Elective	3.0	45.0	-
Preparation for Certified Health Education Specialist Exam	3.0	45.0	НЕР401
	Exam  Elective  Elective  Total Units/Hours:  COURSE  Applied Projects in Health Education and Health Promotion  Elective  Elective  Elective	Exam  Elective 3.0  Elective 3.0  Elective 3.0  Total Units/Hours: 12.0  COURSE UNITS  Applied Projects in Health Education and Health Promotion  Elective 3.0  Elective 3.0	Exam       3.0       45.0         Elective       3.0       45.0         Elective       3.0       45.0         Total Units/Hours:       12.0       180.0         COURSE       UNITS       CRED HRS         Applied Projects in Health Education and Health Promotion       3.0       45.0         Elective       3.0       45.0         Elective       3.0       45.0         Elective       3.0       45.0

#### **Integrative and Holistic Nursing**

Our undergraduate and graduate nursing programs provide evidence-based education to prepare nurses for the rigors and complexities of contemporary practice with additional focus on integrative and holistic health. Pacific College of Health and Science's goal of supporting integrative and holistic nursing practice will also aid to advance health and wellness in the world.

The Master of Science in Nursing (MSN), Bachelor of Science in Nursing (RN-to-BSN Completion Option), and Holistic Nursing Certificate (HNC) are offered online and have clinical components which will be completed in the student's state(s) of RN licensure. Pacific College of Health and Science nursing programs are endorsed in certain states. Please review which states are approved at <a href="https://www.pacificcollege.edu/state-authorization-of-distance-education">https://www.pacificcollege.edu/state-authorization-of-distance-education</a>. It is the student's responsibility during the course of study to be aware that moving to a non-approved state may jeopardize program completion. Please inform the nursing program office if a move is planned. The MSN and RN-to-BSN Completion Option programs are only offered on a part-time schedule.

The Bachelor of Science in Nursing (Prelicensure Option) is a hybrid program based on our New York campus with significant on campus attendance requirements. Clinicals will occur throughout the New York City Metropolitan area. The Bachelor of Science in Nursing (Prelicensure Option) is only offered on a full-time basis.

#### Chart Codes Definition/Description/Academic Contact Hours/Credit Hours

Note that nursing courses may contain any combination of didactic, laboratory, and clinical components.

- An academic hour is defined as 54 minutes of instruction.
- Didactic: 15 academic contact hours equal 1 semester credit hour
- Laboratory: 30 academic contact hours equal 1 semester credit hour
- Clinical: 45 academic contact hours equal 1 semester credit hour

#### Master of Science in Nursing (MSN): Holistic Nurse Educator or Holistic Nurse Coach

Annual enrollment only for Fall semesters. Nurse educator track is not available for new enrollment after December 31, 2023.

Total Credits: 40.0

Total Hours: 780.0

Location: Didactic Online,
Clinical in Student's Locale

#### **Educational Purpose**

The MSN with a holistic nursing focus at Pacific College of Health and Science is one of 17 holistic nursing programs in the U.S. The nurse coach track was the first master's degree for nurse coaching in the country. The program includes a personally and professionally transformative learning experience that reinforces the holistic nursing perspective through self-care and resilience, evidence-based practice of traditional and non-traditional approaches to health and healing,

reflective practice, and a strong relationship-centered practice to nurture safe learning and practice environments.

The MSN is 40 credits with coursework online. There are 2 specialty tracks: Nurse coach and nurse educator. The clinical and lab components (indicated in course descriptions) take place in the student's locale/community or virtually. Faculty work with the student to determine clinical/lab experiences that meet the course requirements. The nurse educator curriculum is aligned with the National League for Nursing (NLN) nurse educator certification exam. The nurse coach curriculum is aligned with the American Holistic Nurses Credentialing Center (AHNCC) nurse coach certification exam.

Graduates of the program will be prepared to be leaders in nursing education and nurse coaching. Two tracks are available:

- **TRACK 1: Nurse Educator** This track is for the nurse who seeks to teach in academia and make a difference through bringing a holistic focus to nursing education.
- **TRACK 2**: **Nurse Coach** This track is for the nurse who desires to support co-creative partnerships, wellness and transformation in individuals, organizations and communities. The Nurse Coach may work in private practice or use these skills within their current position, or as a consultant or coach within the organizations where they work.

#### **Program Learning Outcomes**

Upon completion of the MSN program, graduates will be able to:

- 1. Generate a personal and professional philosophy about the advanced holistic nurse role that reflects a caring-healing framework with respect for spirituality, diversity, equity, inclusion, and social justice.
- 2. Demonstrate critical thinking, reflective practice, creative problem solving, and clinical judgment based upon the synthesis of evidence from nursing and other sciences, along with the wisdom from multiple ways of knowing.
- 3. Model advanced holistic nursing role competencies within educational, coaching, and leadership practice environments.
- 4. Evaluate evidence-based holistic education and coaching outcomes as related to culture, diversity, equity, and inclusion across the healthcare continuum.
- 5. Co-create caring-healing environments and policy change through transformational human-centered leadership to influence cultural shifts in practice and educational settings.
- 6. Model interprofessional collaboration and holistic communication within diverse healthcare teams, organizations, systems, and populations.
- 7. Integrate knowledge of holistic professional nursing scope and standards to maintain ethical and legal practices within the roles of educator and coach.
- 8. Demonstrate adherence to quality and safety standards using principles of relationship-centered care, health and information technologies, and informatics.
- 9. Utilize effective holistic relationship-centered communication skills via written, verbal, non-verbal, and technological modes.

10. Model professional commitment towards healing through self-reflection, self-care, and lifelong learning.

#### **MSN Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- BSN or higher from a regionally accredited institution recognized by the U.S. Department of Education or international equivalent and accredited by CCNE, ACEN, or NLN CNEA
- Official cumulative GPA of 3.0
- Active unencumbered RN license in state or jurisdiction where student's clinical experiences will occur
- Official transcripts from all higher education schools attended
- Resume/CV (concise and succinct)
- Written essay: a personal statement describing motivation for pursuing an MSN focused on holistic nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length

#### **MSN Transfer Credit Policy**

- The consideration for transferring in of credits to replace any MSN course includes course content, complexity, assessment standards, and inclusion of holistic aspects.
- Courses must have been taken within the past five years at a programmatically accredited master's in nursing program with an earned grade of "pass" or "B-" or above to be transferable. Courses must also have been taken at a graduate level and comparable to Pacific College of Health and Science MSN courses.
- Applicants may receive transfer credit for up to 25% (or 10 credits) of courses.
- Courses taken to fulfill requirements of the Bachelor of Science in Nursing (RN-to-BSN Completion Option) may not be used to fulfill requirements for the MSN.
- Specialty track courses are not eligible to receive transfer credit.

#### Course Load

MSN students must follow the prescribed curriculum and take two courses per term except for the final term, which includes only the final capstone and practicum. Continuous enrollment is required and students are not permitted to take term breaks.

#### **Clinical Experiences**

All students will be required to complete clinical learning experiences to fulfill the requirements of the MSN.

### To be eligible for MSN clinicals, proof of the following is required prior to clinical attendance.:

• Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place

- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance (\$1,000,000 per occurrence and \$3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - o Negative Two-Step TB skin test OR
  - o 2 consecutive negative annual TB skin test OR
  - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - o Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider.

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

#### MSN COURSES AND COURSE DESCRIPTIONS

*In alphabetical order by course code in section and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None

<b>TTS101</b>	<b>Technology Training for Online Students</b>
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**Units:** 0 didactic

**Hours:** 0 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

#### **Core Courses**

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BIO500	Advanced Psychoneuroimmunology	3.0	45.0	NR604	None
NR504	Perspectives in Holistic Nursing	3.0	45.0	None	None
NR508	Facilitator of Healing: Advanced Modalities	3.0	60.0	BIO500	None
NR601	Theories of Learning and Change	3.0	45.0	None	NR504
NR602	Research, Evidence-based Practice and Quality Improvement	3.0	45.0	NR504	None
NR603	Advancing Nursing Leadership through Transformative Practices	3.0	75.0	NR504	None
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment, and Pharmacology	4.0	75.0	None	None
	Core Courses Total:	22.0	390		

BIO500 Advanced Psychoneuroimmunology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: NR604 Concurrent: None

**Location:** Online

This course explores the relationships among psychoemotional stimuli, immune function, and health outcomes. It examines the cellular mechanisms involved in neuroendocrine-immune pathways, which consist of cytokines, neurotransmitters, and hormones. The course focuses on how research in psychoneuroimmunology (PNI) helps us understand health alterations like autoimmune disorders, mental health conditions, and susceptibility to infectious diseases. It also covers the latest trends in PNI research and potential future directions, such as personalized medicine and integrative health approaches.

NR504	Perspectives in Holistic Nursing
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**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course delves into the philosophical and theoretical underpinnings of holistic nursing, emphasizing a caring-healing framework that integrates spirituality, diversity, equity, inclusion, and social justice. It explores how caring forms the core of integrative and holistic nursing practice with a focus on health, self, and the interconnectedness of body-mind-spirit-emotion-energy-environment for wellness and healing. Students will learn how to apply holistic theories, philosophies, principles, and diverse ways of knowing about self-care and the care of others.

NR508 Facilitator of Healing: Advanced Modalities

**Units:** 2 didactic, 1 lab (3 total)

**Hours:** 60 academic

Prerequisite: BIO500 Concurrent: None

**Location:** Online

This course provides a comprehensive examination of caring-healing modalities encompassing alternative, complementary, spiritual, and integrative practices within the holistic nursing framework. It is designed to equip students with understanding and practical skills in applying diverse holistic approaches to promote healing, health, and wellness. Students will complete 30 hours of hands-on experience with these healing modalities.

NR601 Theories of Learning and Change

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** NR504

**Location:** Online

This course explores different aspects of learning, including ways of understanding, how we learn, learning technology, and how people make meaningful change. It looks at how these ideas influence teaching methods and how we evaluate learning. Emphasis is placed on learner-centered theories, adult learning, and the holistic aspects of learning. The course aims to equip advanced holistic nursing students with skills to assess diverse learning needs, including health literacy and learning styles, and to facilitate learning and development in a variety of settings such as classrooms, online platforms, clinical, academic settings, and private practice.

NR602 Research, Evidence-Based Practice, and Quality Improvement

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: NR504 Concurrent: None

**Location:** Online

This course equips nurses with essential skills for healthcare improvement and evidence-based practice. It provides a foundational understanding of various research methodologies and quality improvement frameworks. Students will learn practical strategies for integrating research findings into quality improvement and safety initiatives to improve patient outcomes and promote evidence-based practice with a focus on holistic nursing and integrative health.

NR603 Advancing Nursing Leadership Through Transformative Practices

**Units:** 2 didactic, 1 clinical (3 total)

**Hours:** 75 academic

Prerequisite: NR504 Concurrent: None

Location: Didactic online; clinical in student's locale/community

This course prepares nurse leaders to navigate and excel in healthcare systems through the lens of systems thinking, leadership in high-performing teams, and strategic management. Emphasizing the core values of caring, cultural responsiveness, and interprofessional collaboration, students will learn to lead transformational change in diverse healthcare environments. By engaging with practical scenarios and completing 45 practicum hours, learners will develop the skills necessary to influence and sustain high-quality, patient-centered care environments, navigate complex healthcare systems, and foster effective team dynamics. Students will complete 45 clinical hours in a clinical setting in their own locale/community.

NR604 Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology

**Units:** 3 didactic, 1 lab (4 total)

**Hours:** 75 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course combines advanced pathophysiology, pharmacology, and comprehensive health assessment to foster a holistic and integrated approach to patient care. Using the integration of mental, emotional, spiritual, and cultural aspects of health in the assessment and treatment of pathophysiology. The course explores evidence-based pharmacology, supplements, and herbs, and other common alternative treatments, across diverse patient populations. Students will complete 30 hours of hands-on experience.

#### **NURSE EDUCATOR SPECIALTY COURSES**

CODE	COURSE	UNITS CRED HRS	PREREQ
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NE611	Role of the Holistic Nurse Educator	3.0	45.0	BIO500, NR504, NR601, NR602, NR603
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3.0	45.0	NE611
NE621	Curriculum Design, Implementation, and Assessment	3.0	45.0	NE611
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3.0	45.0	NE621
NE630	Holistic Nurse Educator Practicum I	3.0	105.0	NE621
NE635	Holistic Nurse Educator Practicum II and Capstone	3.0	105.0	NE630
	Nurse Educator Specialty Course Total:	18.0	390.0	

**NE611** Role of the Holistic Nurse Educator

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO500, NR504, NR601, NR602, NR603 **Concurrent:** None

**Location:** Online

This course will prepare the advanced holistic nurse in the role of nurse educator and professional development specialist. The role of educator as coach, partner, facilitator of caring-healing environments for learning, mentor, role model, and reflective practitioner will be critically examined. The competencies, regulatory standards, holistic core values, and responsibilities that align with the educator role are explored. Inherent in the course work to support this leadership role are self-care, reflective practice, and caritas consciousness.

#### NE615 Holistic Teaching and Evaluation Methods for Nursing Education

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: NE611 Concurrent: None

**Location:** Online

This course will focus on the advanced holistic educator co-creating caring-healing cultures and learning communities, deepening effective holistic communication skills, and holding safe space for exploration and learning. Evidence-based teaching/learning strategies as well as honoring whole-person learning (cognitive, affective, behavioral, values) are emphasized. This course includes educational needs assessment and methods for evaluating learning and performance. Teaching/learning/evaluation in various settings and delivery formats such as classroom, didactic, clinical, experiential, self-paced, virtual, on-line will be explored.

NE621 Curriculum Design, Implementation and Assessment

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: NE611 Concurrent: None

**Location:** Online

The holistic nurse educator student will develop skills in formulating program philosophy, curriculum design, program outcomes, syllabi, course outcomes, content, and teaching/learning/evaluation methods. Holistic nursing education curricular approaches will be included. The course will apply knowledge of program assessment, evaluation processes, and strategies. Regulatory and accrediting bodies in nursing education and professional development will be discussed.

NE625 Educational Technologies and Informatics for Teaching and Professional Development

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** NE621 **Concurrent:** None

**Location:** Online

This course develops essential skills and knowledge in healthcare informatics to improve outcomes. The role of technology and information resources including online learning, simulation, use of media, digital media, and information technologies for enhancement of learning is addressed. The benefits and challenges of distance education, telehealth, and caring in the technological world are explored. This course develops essential skills and knowledge for academic teaching and nurse professional development.

NE630 Holistic Nurse Educator Practicum I

**Units:** 1 didactic, 2 clinical (3 total)

**Hours:** 105 academic

Prerequisite: NE621 Concurrent: None

Location: Didactic online, clinical in student's locale/community

This precepted clinical practicum and seminar provides a focus on the roles and responsibilities of the advanced nurse educator. Focus will be on teaching skills, assessment, evaluation of learning, interprofessional teams and socialization into the role of educator. Student will also make connections between the mission, values, culture, and philosophy of the organization and the curriculum. Practica will be in academic or other related professional-educational settings. Student will complete 90 clinical hours in a clinical setting in their own locale/community.

NE635 Holistic Nurse Educator Practicum II and Capstone

**Units:** 1 didactic, 2 clinical (3 total)

**Hours:** 105 academic

Prerequisite: NE630 Concurrent: None

**Location:** Didactic online, clinical in student's locale/community

This precepted clinical practicum and seminar serves as the final capstone practice course for the advanced nurse educator student. Focus will be on developing effective leadership within the nurse educator role. Advanced nurse educators will become more autonomous through teaching/learning opportunities as they prepare for professional practice and board certifications. Students will also complete their e-portfolio to demonstrate achievement of the program learning outcomes. An evidence-based capstone project will be required. Students will complete 90 clinical hours in an educational setting in their own locale/community.

#### NURSE COACH SPECIALTY COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NC611	Role of the Holistic Nurse Coach	3.0	45.0	BIO500, NR504, NR601, NR602, NR603	NR508
NC615	Coaching Techniques with Diverse Populations Across the Lifespan	3.0	45.0	NC611	
NC621	Coaching Process and Holistic Nursing Assessment	3.0	45.0	NC611	NC615
NC626	Transition to Practice for the Integrative and Holistic Nurse Coach	3.0	45.0	NC621	
NC630	Holistic Nurse Coach Practicum I	3.0	105.0	NC621	NC626
NC635	Holistic Nurse Coach Practicum II and Capstone	3.0	105.0	NC630	
	Nurse Coach Specialty Courses Total:	28.0	390.0		

#### NC611 Role of the Holistic Nurse Coach

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO500, NR504, NR601, NR602, NR603 **Concurrent:** NR508

**Location:** Online

This course provides a foundational understanding of holistic nurse coaching, covering the art and science underpinning the practice. It delves into the scope and standards of practice, core values, ethics, and social justice commitments, alongside nurse coach competencies. Students will learn to integrate evidence-based practices, diverse ways of knowing, spirituality, and coaching concepts to enhance their professional skills. The course also addresses current professional issues and trends, examines effective coaching models, and underscores the importance of self-care, self-awareness, and self-development for nurse coaches.

NC615 Coaching Techniques with Diverse Populations Across the Lifespan

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: NC611 Concurrent: None

**Location:** Online

This course equips students with the skills to utilize evidence-informed holistic assessment strategies for creating healing environments for both them and their clients. It delves into the multi-step coaching process, focusing on assessing readiness for change, identifying opportunities, issues, and concerns, and establishing and evaluating person-centered goals. Students will learn to structure coaching interactions effectively and use motivational techniques to empower clients towards achieving their goals. The course combines theoretical knowledge with practical application, allowing students to practice these skills in simulated coaching sessions and peer interactions.

NC621 Coaching Process and Holistic Nursing Assessments

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** NC611 **Concurrent:** NC615

**Location:** Online

This course advances the practice of holistic nurse coaching, blending the art and science of nursing with innovative coaching techniques. It focuses on enhancing communication skills and fostering interprofessional collaboration to support relationship-centered care. Through practical application, students will explore spirituality, unconscious bias, cultural sensitivity, humility, and responsiveness, aiming to cultivate diversity, equity, and inclusivity in their practice. The course encourages the application of holistic assessment strategies in various settings, promoting wellness and empowerment for clients and communities.

NC626 Transition to Practice for the Integrative and Holistic Nurse Coach

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** NC621 **Concurrent:** None

**Location:** Online

This interprofessional course guides the advanced integrative healthcare student to examine the components of a successful and sustainable entrepreneurial endeavor. The student will build a mission-driven and visionary coaching practice by creating an innovative business plan, leveraging networking

opportunities, and developing a multi-modal marketing and promotions campaign. Topics covered include ethical-legal guideposts, holistic health and wellness, transformational leadership, the healthcare policy landscape, and regulatory requirements. The course also discusses building and maintaining effective collaborative relationships, role development, and sustainable business practices. Concepts support multilevel transformation and improved outcomes for the individual, organization, system, and community.

NC630 Holistic Nurse Coach Practicum I

**Units:** 1 didactic, 2 clinical (3 total)

**Hours:** 105 academic

**Prerequisite:** NC621 **Concurrent:** NC626

**Location:** Didactic online, Clinical in student's locale/community

This first practicum provides holistic nurse coach students with a chance to refine their coaching skills under the guidance of a health-related coach. It emphasizes personal and professional growth, honing competencies essential for holistic nurse coaches such as leadership, effective communication, partnership, and facilitation of change. Students will develop a capstone project to reflect their achievement of program outcomes. The practicum requires completion of 90 hours of practical experience in coaching principles.

NC635 Holistic Nurse Coach Practicum II and Capstone

**Units:** 1 didactic, 2 clinical (3 total)

**Hours:** 105 academic

**Prerequisite:** NC630 **Concurrent:** None

**Location:** Didactic online, Clinical in student's locale/community

This course serves as the final capstone and practicum course for the holistic and integrative nurse coach. Students continue to work with coaches in a variety of settings as they become more confident in their abilities. Students will complete their capstone project and disseminate. The practicum requires completion of 90 hours of practical experience in coaching principles.

#### MSN: HOLISTIC NURSE EDUCATOR PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None
NR504	Perspectives in Holistic Nursing	3.0	45.0	None	None
NR601	Theories of Learning and Change	3.0	45.0	None	NR504
	Total Units/Hours:	6.0	90.0		

		_	CRED		CONCUR
TERM 2	COURSE	UNITS	HRS	PREREQ	CONCOR
NR602	Research, Evidence-Based Practice and Quality Improvement	3.0	45.0	NR504	None
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology	4.0	75.0	None	None
	Total Units/Hours:	7.0	120.0		
ГЕRM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BI0500	Advanced Psychoneuroimmunology	3.0	45.0	NR604	None
NR603	Advanced Nursing Leadership through Transformative Practices	3.0	75.0	NR504	None
	Total Units/Hours:	6.0	120.0		
ΓERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR508	Facilitator of Healing: Advanced Modalities	3.0	60.0	BIO500	None
NE611	Role of the Holistic Nurse Educator	3.0	45.0	BIO500, NR504, NR601, NR602, NR603	None
	Total Units/Hours:	6.0	105.0		
ΓERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3.0	45.0	NE611	None
NE621	Curriculum Design, Implementation and Assessment	3.0	45.0	NE611	None
	Total Units/Hours:	6.0	90.0		
ΓERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3.0	45.0	NE621	None
NE630	Holistic Nurse Educator Practicum I	3.0	105.0	NE621	None
	Total Units/Hours:	6.0	150.0		
			CRED		CONCUR

NE635	Holistic Nurse Educator Practicum II and Capstone	3.0	105.0	NE630	None
	Total Units/Hours:	3.0	105.0		
	Program Total:	40.0	780.0		

#### MSN: HOLISTIC NURSE COACH PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0	None	None
NR504	Perspectives in Holistic Nursing	3.0	45.0	None	None
NR601	Theories of Learning and Change	3.0	45.0	None	NR504
	Total Units/Hours:	6.0	90.0		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR602	Research, Evidence-Based Practice and Quality Improvement	3.0	45.0	NR504	None
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology	4.0	75.0	None	None
	Total Units/Hours:	7.0	120.0		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BI0500	Advanced Psychoneuroimmunology	3.0	45.0	NR604	None
NR603	Advanced Nursing Leadership through Transformative Practices	3.0	75.0	NR504	None
	Total Units/Hours:	6.0	120.0		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR508	Facilitator of Healing: Advanced Modalities	3.0	60.0	BIO500	
NC611	Role of the Holistic Nurse Coach	3.0	45.0	BIO500, NR504, NR601, NR602, NR603	NR508
	Total Units/Hours:	6.0	105.0		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR

	Program Total:	40.0	780.0		
	Total Units/Hours:	3.0	105.0		
NC635	Holistic Nurse Coach Practicum II and Capstone	3.0	105.0	NC630	None
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	Total Units/Hours:	6.0	150.0		
NC630	Holistic Nurse Coach Practicum I	3.0	105.0	NC621	NC626
NC626	Transition to Practice for the Integrative and Holistic Nurse Coach	3.0	45.0	NC621	None
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	Total Units/Hours:	6.0	90.0		
NC621	Coaching Process and Holistic Nursing Assessment	3.0	45.0	NC611	NC615
NC615	Coaching Techniques with Diverse Populations Across the Lifespan	3.0	45.0	NC611	None

# **Bachelor of Science in Nursing (RN-to-BSN Completion Option)**

Total Credits: 124.0

Total Hours: 960 (PCHS courses)

Location: Didactic Online, Clinical in Student's Locale

#### **Educational Purpose**

The purpose of the Bachelor of Science in Nursing (RN-to-BSN Completion Option) for Registered Nurses (Holistic Nursing) is to provide the philosophical, professional, educational, and clinical groundwork necessary for nurse leaders of the future emphasizing the awareness of the interconnectedness of self, others, nature, and spirituality. Graduates will be prepared to take one of the AHNCC certification exams (HN-BC or HNB-BC) if they meet the eligibility requirements (https://www.ahncc.org/certification/holistic-nurse-certifications/).

#### **Program Learning Outcomes**

Upon completion of the RN-to-BSN Completion Option Program, the graduates will be able to:

- Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
- 2. Utilize clinical judgment to provide holistic, safe, high-quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.

- 3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
- 4. Demonstrate accountability and responsibility for creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
- 5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
- 6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment ofindividuals, families, communities, and populations.
- 7. Utilize knowledge, skills, and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations and communities.
- 8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
- 9. Use critical thinking, research, theory, and evidence-based nursing interventions including complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
- 10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.
- 11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.
- 12. Demonstrate professional accountability and responsibility for healing self, individuals, society, and the planet through self-reflection, self-care and lifelong learning.
- 13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

#### **RN-to-BSN Completion Option Admission Requirements**

*Please review institutional admissions requirements/policies/procedures above.* 

- Satisfactory completion of a programmatically accredited (ACEN, NLN CNEA) associate degree or diploma in nursing defined as achieving at least 60 semester credits/90 quarter credits
- Cumulative grade point average of 2.75 or higher in previous undergraduate level course work
- Active, unencumbered RN license in the state(s) or jurisdiction(s) where the student's clinical experiences will occur
- Written essay: a personal statement describing motivation for pursuing a BSN. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

#### **Proficiency Credit for Prior Nursing Education**

Licensed RNs who have earned an associate degree or diploma in nursing from a programmatically accredited (ACEN, NLN CNEA) will be granted 34 credit hours of proficiency credit for prior nursing coursework.

#### **RN-to-BSN Completion Option General Education Requirements**

The Arts and Sciences program oversees the baccalaureate general education requirements. General Education courses are required for students enrolled in the Bachelor of Science in Nursing (RN-to-BSN Completion Option) to contribute to the development of well-rounded holistic health professionals. General Education courses equip students to navigate the complexities of the human experience, contribute meaningfully to their professions, and engage others responsibly in a dynamic and interconnected world.

A total of 60 credits of general education coursework is required for the degree. Nine of these credits must be taken at Pacific College of Health and Science. The remaining 51 may be transferred in or taken at Pacific College of Health and Science:

- o English: 6 credits
- Communication: 6 credits
- o Behavioral Sciences (psychology or sociology): 6 credits
- Humanities (3 credits ≥300 level), (philosophy, history, literature, art, religion, music, foreign language, etc.): 6 credits
- o Arts and Sciences discipline (6 credits ≥300 level): 27 credits

#### **Bachelor of Science (RN-to-BSN Completion Option) Units**

Proficiency credit for prior nursing education:

Nursing courses required to be taken at PCHS:

General education courses required to be taken at PCHS:

General education to take or transfer:

Degree Total:

34 units

30 units

51 units

124 units

Note that the curriculum plan assumes that the student will transfer 36 general education units. If this is not the case, the program plan will include additional arts and sciences electives in any of the terms.

#### **Course Load**

RN-to-BSN Completion Option students must follow the prescribed curriculum and take two courses per term. Continuous enrollment is required and students are not permitted to take term breaks.

#### **Clinical Experiences**

All students will be required to complete clinical learning experiences towards fulfilling the requirements of the RN-to-BSN Completion Option.

## To be eligible for RN-to-BSN Completion Option clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance (\$1,000,000 per occurrence and \$3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - o Negative Two-Step TB skin test OR
  - o 2 consecutive negative annual TB skin test OR
  - o Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - O Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable)
   OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider.

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

#### **Conditional RN-to-BSN Completion Option Acceptance**

In some cases, an applicant who has applied for the RN license exam (NCLEX-RN®) will be considered if other admission requirements have been met. Students will have until the end of the

first term of enrollment to provide evidence of an active unencumbered RN licensure or will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

#### BSN (RN-TO-BSN COMPLETION OPTION) COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BIO300	Pathophysiology	3.0	45.0	BIO210*, BIO210L*, BIO315*, BIO315L*
BIO400	Psychoneuroimmunology	3.0	45.0	None
MA320	Statistical Reasoning	3.0	45.0	None
NR306	Transition to Holistic Nursing	4.0	60.0	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310*
NR354	Holistic Health Assessment	4.0	75.0	BIO210*, BIO315*, NUT208*
NR404	Community Health Nursing	6.0	180.0	NR410*, NR412*
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
NR452	Pharmacology	3.0	45.0	BIO300, NR354#
TTS101	Technology Training for Online Students	0.0	0.0	None

<sup>\*</sup> Prerequisite achieved through proficiency credit for prior nursing education

BIO300 Pathophysiology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO210\*, BIO210L\*, BIO315\*, BIO315L\* **Concurrent:** None

**Location:** Online

Pathophysiology builds on previous information learned in human anatomy and physiology. This course presents changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

BIO400 Psychoneuroimmunology

**Units:** 3 didactic

**Hours:** 45 academic

<sup>#</sup> Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option)

<sup>\*</sup>Prerequisite achieved through proficiency credit for prior nursing education.

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

MA320 Statistical Reasoning

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

The course is an introductory course designed to provide the essential concepts and methods for critically evaluating research literature. It covers key topics such as probability, random variables, multivariate distributions, the central limit theorem, and statistical inference, together providing the skills for effective data analysis. This course aims to cultivate students' research literacy, developing the skills to articulate and substantiate research concepts, laying the groundwork for evidence-based decision-making.

NR306 Transition to Holistic Nursing

**Units:** 4 didactic

**Hours:** 60 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course builds on the student's nursing professional practice to incorporate holistic nursing paradigm and framework as a baccalaureate-prepared nurse. Concepts in the course include professional nursing standards, ethical comportment, and holistic nursing philosophy, theory, and historical perspectives. Students apply the course concepts using a variety of learning activities that address competencies for baccalaureate-prepared nursing practice.

NR308 Facilitator of Healing I: Role

**Units:** 3 didactic, 1.0 clinical (4.0 total)

**Hours:** 90 academic

Prerequisite: None Concurrent: NR305\*

**Location:** Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. This course includes 45 hours of clinical.

NR320 Evidence Based Practice

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** MA320, NR310\* **Concurrent:** None

**Location:** Online

This course focuses on the student's development of beginning competencies necessary for knowledgeable research utilization, including information literacy skills, critical evaluation/critique of published research, and application of research findings to nursing practice. Learning topics include interrelationships of the concepts pertaining to research, evidence-based practice, and clinical practice guidelines. Learning activities will include application of evidence-based nursing models and examination of the levels of evidence to promote clinical best practices for nurse-driven patient care outcomes in healthcare settings.

NR354 Holistic Health Assessment

**Units:** 3 didactic, 1 lab (4 total)

**Hours:** 75 academic

**Prerequisite:** BIO210\*, BIO315\*, NUT208\* **Concurrent:** BIO300#, NR308#

**Location:** Online

This course is designed to develop the student's proficiency in conducting comprehensive holistic health assessments of individuals from across the lifespan. Content and laboratory experiences provide opportunities to demonstrate holistic nursing care practices and therapeutic communication skills in performing patient health history interviews and physical examination techniques. Influences of genetic and social determinants of health are considered to inform findings from the holistic comprehensive health assessments. This course includes 30 hours of lab.

<sup>\*</sup> Concurrent achieved through proficiency credit for prior nursing education.

<sup>\*</sup> Prerequisite achieved through proficiency credit for prior nursing education.

<sup>\*</sup> Prerequisite achieved through proficiency credit for prior nursing education.

<sup>#</sup> Course required but not as concurrent for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

NR404 Community Health Nursing

**Units:** 3 didactic, 3 clinical (6 total)

**Hours:** 180 academic

**Prerequisite:** NR410\*, NR412\* **Concurrent:** None

**Location:** Didactic online, Clinical in a community setting

This course is designed to develop the student's competency in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for patient populations and communities. Concepts include wellness, health promotion, disease prevention, health education, and case management to protect and enhance population/community health. Epidemiology, health policy and equity, advocacy, environmental health, global health, and well-being of the ecosystem are considered in community health planning. Experiential learning (direct, indirect, and simulation) in a variety of community-based settings provides the student opportunities to care for diverse populations and assess the "community as client" in developing a project to meet an identified community need. This course includes 135 hours of clinical, some of which may be completed in simulation or other experiential learning activities.

NR405 Leadership in the Delivery of Healthcare

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** NR404#

**Location:** Online

This course focuses on the application and synthesis of leadership and management principles in developing effective nursing care to groups of clients/patients as a team member within the healthcare system. Models and frameworks related to leadership and management functions are examined in the context of organizational culture and environments. Financial and economic implications, along with ethical and legal aspects of nursing practice, are analyzed within various healthcare delivery systems.

#Course required but not as concurrent for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

NR408 Facilitator of Healing II: Modalities

Units: 2 didactic, 1 lab (3 total)

**Hours:** 60 academic

Prerequisite: NR308 Concurrent: NR310\*, NR452#

**Location:** Online

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential

<sup>\*</sup> Prerequisite achieved through proficiency credit for prior nursing education.

activities and exercises will give the student hands-on experience with the healing modalities. Current research in the field is discussed. This course includes 30 hours of lab.

NR452 Pharmacology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO300, NR354# **Concurrent:** None

**Location:** Online

This course is designed to develop the student's proficiency in safe delivery of pharmacotherapeutic interventions for individuals across the lifespan using holistic nursing and Complementary and Integrative Health Approaches (CIHA). Concepts for application include medication safety, holistic assessment, ethicallegal aspects, cultural awareness, use of evidence, and life-span considerations. Select classifications of commonly used and representative drugs as well as herbal medicines and supplements are examined.

#### TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

#### **RN-to-BSN Completion Option Elective Options**

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
	Acupuncture and Chinese Medicine			
OM501	Foundations of Chinese Medicine	3.0	45.0	None

<sup>\*</sup> Concurrent achieved through proficiency credit for prior nursing education.

<sup>#</sup> Course required but not as concurrent for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

<sup>#</sup> Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option).

	This course may have on-campus sections. Please review the section format before registering			
	Arts and Sciences			
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101
HUM100	Introduction to Humanities	3.0	45.0	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None
NUT208	Nutrition	3.0	45.0	None
PSY101	General Psychology	3.0	45.0	None
PSY201	Lifespan Development	3.0	45.0	None
SOC101	Introduction to Sociology	3.0	45.0	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None
SOC400	Sociology of Health and Illness	3.0	45.0	None
	Medical Cannabis			
CAN401	Endocannabinoid System and Pharmacology	3.00	45.0	None

#### RN-TO-BSN COMPLETION OPTION PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
NR306	Transition to Holistic Nursing	4.0	60.0	None
MA320	Statistical Reasoning	3.0	45.0	None
	Total Units/Hours:	7.0	105.0	
			45.55	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
TERM 2 NR308	COURSE Facilitator of Healing I: Role	UNITS 4.0		PREREQ None
			HRS	

TERM 3	COURSE	UNITS	CRED HRS	PREREQ
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
BIO400	Psychoneuroimmunology	3.0	45.0	None
	Total Units/Hours:	6.0	105.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
NR452	Pharmacology	3.0	45.0	BIO300, NR354#
NR354	Holistic Health Assessment	4.0	75.0	BIO210*, BIO315*, NUT208*
	Total Units/Hours:	6.0	120.0	
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310*
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None
	Total Units/Hours:	6.0	90.0	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
NR404	Community Health Nursing	6.0	180.0	NR410*, NR412*
	Arts and Sciences Elective	3.0	45.0	-
	Total Units/Hours:	9.0	225.0	
TERM 7	COURSE	UNITS	CRED HRS	PREREQ
	Arts and Sciences Elective	3.0	45.0	-
	Arts and Sciences Elective	3.0	45.0	-
	Total Units/Hours:	6.0	90.0	
TERM 8	COURSE	UNITS	CRED HRS	PREREQ
	Arts and Sciences Elective	3.0	45.0	-
	Arts and Sciences Elective	3.0	45.0	-
	Total Units/Hours:	6.0	90.0	
	Total Units/Hours:	54.0	960.0	
-				

<sup>\*</sup> Prerequisite achieved through proficiency credit for prior nursing education

<sup>#</sup>Course required but not as prerequisite for Bachelor of Science in Nursing (RN-to-BSN Completion Option)

# **Bachelor of Science in Nursing (Prelicensure Option)**

# Total Credits: 124 Total Hours: 2,505 Location: New York

#### **Educational Purpose**

The baccalaureate degree is the established criteria for the educational preparation of professional nurses. The Bachelor of Science in Nursing (Prelicensure Option) provides the philosophical, professional, educational, and clinical groundwork necessary for nurses of the future. The upper division curriculum builds upon a foundation of general education in the liberal arts, humanities, physical, biological, social, and behavioral sciences. Nursing content and experiences at the upper division emphasize the development of clinical judgment, so that the program graduate can provide entry-level safe and effective evidence-based nursing care as a member of an interprofessional healthcare team. The program uses a framework of holistic and integrative nursing practice with a focus on patient- and relationship-centered care and provides clinical experiences with individuals, families, population groups, and communities across a range of healthcare settings.

#### **Program Learning Outcomes**

- Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
- 2. Utilize clinical judgment to provide holistic, safe, high-quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.
- 3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
- 4. Demonstrate accountability and responsibility for creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
- 5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
- 6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment ofindividuals, families, communities, and populations.
- 7. Utilize knowledge, skills, and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations, and communities.
- 8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
- 9. Use critical thinking, research, theory, and evidence-based nursing interventions including

- complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
- 10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.
- 11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.
- 12. Demonstrate professional accountability and responsibility for healing self, individuals, society, and the planet through self-reflection, self-care, and lifelong learning.
- 13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

Bachelor of Science in Nursing (Prelicensure Option) Minimum Admission Requirements Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

Admissions decisions will be based on a holistic review of each applicant, including a comprehensive review of the candidate's academic performance and entrance exam (TEAS) scores.

The minimum requirements to be considered for admission are:

- Cumulative GPA ≥2.75
  - HS GPA must be used if applicant has ≤12 college credits
    - Applicants who have completed the GED (5<sup>th</sup> series, 2014-present)\* in lieu of a traditional high school diploma and who have earned ≤12 college credit hours must meet or exceed a minimum score of 175 on each section of the GED exam
    - \*4th series (2022-2013): minimum score of 500 on each section of the exam
    - \*3rd series (1988-2011): minimum score of 50 on each section of the exam
  - $\circ$  College GPA must be used if  $\geq$  13 college credits have been awarded
    - All official transcripts from <u>all</u> accredited (regional or national) post-secondary institutions (e.g. colleges, community colleges, universities, etc.) attended must be submitted and used in the calculation of a college GPA
    - No earned grades will be omitted from the calculation of the cumulative GPA. An earned grade will be used in the cumulative GPA calculation even if it is not eligible for transfer. For example, a grade of C in College Mathematics cannot be transferred, but that C grade will be used in the cumulative GPA calculation for admission purposes
- Written essay: a personal statement describing motivation for entering the field of holistic nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length
- Test of Essential Academic Skills (TEAS)
  - o Exam must be taken onsite at the New York campus
  - Minimum composite score of 68

- Applicants are allowed a maximum of three attempts to take the TEAS exam within a six-month period, with mandatory remediation between each attempt
- o TEAS scores must be obtained within a year (365 days) of admission application
- Failure to meet the composite score minimum benchmark or exceeding the maximum number of attempts will render the applicant ineligible for admission to the nursing program
- Background check (results must allow a student to participate in clinical at every contracted agency per PCHS and agency agreement). Note: PCHS is not responsible for determining the effect of any prior criminal history on an applicant's/student's ability to be licensed as an RN in any US state or jurisdiction. For information related to criminal history and RN licensure, contact the state board of nursing where licensure is desired)
- Drug screen (screen includes tetrahydrocannabinol [THC], a substance in marijuana)
- Vaccine record indicating:
  - o 2 doses of live measles vaccine (serological evidence of immunity can substitute)
  - o 1 does of live mumps vaccine (serological evidence of immunity can substitute)
  - o 1 dose of live rubella vaccine (serological evidence of immunity can substitute)
  - At least 1 dose of meningococcal ACWY vaccine within the last 5 years or a complete
     2- or 3-dose series of MenB; or A signed form indicating that the student will obtain meningococcal vaccine within 30 days

Note that applicants academically dismissed from another nursing program are not eligible for admission to the Bachelor of Science in Nursing (Prelicensure Option) program. Academic dismissal is not customarily noted on an official transcript, so dismissal is inferred based on common nursing academic dismissal policies which in general are related to receiving a grade below the passing standard (commonly a C) in nursing courses. While students with evidence of an academic dismissal from a nursing program will be denied admission, the applicant can appeal the decision to the Dean of Nursing.

To make an admission decision, PCHS requires official transcripts from every post-secondary institution (college, university, career school, etc) the applicant has attended. If an applicant has courses in progress at the time of application, they may be conditionally admitted if the cumulative GPA available is above 2.75. However, conditionally admitted students must ensure that the official transcript is received by PCHS by the Friday of week 2 of the term. Failure to do so will result in administrative withdrawal from the program. Furthermore, if the earned grades of the courses in progress lower the cumulative GPA below 2.75, the student will be administratively withdrawn from the program.

Please note that if PCHS discovers that a student has attended post-secondary institutions but has not submitted official transcripts during the application process, the student will be withdrawn from the program, regardless of when this discovery is made. The college often becomes aware of additional post-secondary work through the notation of transfer credits from other institutions on submitted transcripts or through financial aid history.

It is the sole responsibility of the applicant or student to ensure that the college receives all transcripts from post-secondary institutions prior to an admission decision.

## To be eligible for Bachelor of Science in Nursing (Prelicensure Option) clinicals, proof of the following is required prior to clinical attendance:

- Personal health insurance
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - o Negative Two-Step TB skin test OR
  - o Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - O Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B ("HBV/Hep B/HBsAb"): serological evidence of immunity OR documentation of nonresponder status. Special follow-up will be required for those whose vaccination series is in process
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each. Special follow-up will be required for those whose serological evidence suggests that they are not immune
- Varicella IgG: Serological evidence of immunity. Special follow-up will be required for those whose vaccination series is in process
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- COVID-19 vaccine
  - o Initial vaccination of a COVID-19 vaccine:
    - One dose of a one-dose regimen
       -OR-
    - First and second doses of a two-dose regimen
    - -AND-
    - A booster vaccination:
      - o Initial booster (2020-2022)
        - -OR-
      - Multivalent COVID-19 vaccine (2023-present)
- Driver's license or state issued identification
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider and the box "The student is cleared to participate in direct patient-care clinical practice without limitations" must be checked

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

Note that clinical sites may have additional compliance requirements including further COVID-19 vaccination and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

#### Bachelor of Science in Nursing (Prelicensure Option) Transfer Credit Policy

A minimum of a grade of B- must have been obtained and must have been taken within the last 5 years for the following courses to be transferred:

- MA102: College Algebra
- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

In addition, the following courses, with their accompanying lab, must always be transferred together:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

For example, you cannot transfer in BIO110 Human Anatomy and Physiology I and just take BIO110L Human Anatomy and Physiology I Lab or vice versa.

All other non-general education courses transferred to PCHS must have a minimum grade of C.

The following courses may not be transferred:

- NR (Nursing) courses
- BIO300: Pathophysiology
- BIO400: Psychoneuroimmunology

The program accepts transfer credits from approved alternate course credit providers for specific courses in the following categories:

- Writing and Communications Courses
- Social Sciences
- Arts and Humanities Courses
- Science Courses: Introductory courses in Biology, Chemistry, and Nutrition
- Mathematics: Algebra and Statistics

The college does not accept transfer credits from approved alternate course credit providers for the following courses:

- Anatomy and Physiology/Labs
- Microbiology

Applicants may receive transfer credit for up to 57 credits for general education coursework. To make an admission decision, PCHS requires official transcripts from every post-secondary

institution (college, university, career school, etc) the applicant has attended. If an applicant has courses in progress at the time of application, they may be conditionally admitted if the cumulative GPA available is above 2.75. However, conditionally admitted students must ensure that the official transcript is received by PCHS by the Friday of week 2 of the term. Failure to do so will result in administrative withdrawal from the program. Furthermore, if the earned grades of the courses in progress lower the cumulative GPA below 2.75, the student will be administratively withdrawn from the program.

Please note that if PCHS discovers that a student has attended post-secondary institutions but has not submitted official transcripts during the application process, the student will be withdrawn from the program, regardless of when this discovery is made. The college often becomes aware of additional post-secondary work through the notation of transfer credits from other institutions on submitted transcripts or through financial aid history.

It is the sole responsibility of the applicant or student to ensure that the college receives all transcripts from post-secondary institutions prior to an admission decision.

#### BSN (PRELICENSURE OPTION) COURSES AND COURSE DESCRIPTIONS

#### **GENERAL EDUCATION COURSES**

The Arts and Sciences program oversees the baccalaureate general education requirements. General Education courses are required for students enrolled in the Bachelor of Science in Nursing (Prelicensure Option) to contribute to the development of well-rounded holistic health professionals. General Education courses equip students to navigate the complexities of the human experience, contribute meaningfully to their professions, and engage others responsibly in a dynamic and interconnected world.

All General Education courses must be completed (except BIO300: Pathophysiology and BIO Psychoneuroimmunology) before a student may take any nursing (NR) courses.

A total of 60 credits of general education coursework is required for the degree. The following courses are required and may be transferred (except for BIO 300: Pathophysiology and BIO400: Psychoneuroimmunology, which must be taken at Pacific College of Health and Science):

CODE	COURSE	UNITS
BIO110	Human Anatomy and Physiology I	3.0
BIO110L	Human Anatomy and Physiology I Lab	1.0
BIO210	Human Anatomy and Physiology II	3.0
BIO210L	Human Anatomy and Physiology II Lab	1.0
BIO300	Pathophysiology	3.0

BI0315	Microbiology	3.0
BIO315L	Microbiology Lab	1.0
BIO400	Psychoneuroimmunology	3.0
MA320	Statistical Reasoning	3.0
NUT208	Nutrition	3.0
PSY201	Lifespan Development	3.0

Additionally, the following allocation of course credits is required and may be transferred for the degree:

• English: 6 credits

• Communications: 6 credits

Psychology: 3 creditsSociology: 6 credits

• Humanities (philosophy, history, literature, art, religion, music, foreign language, etc.):

o 6 credits

o 3 credits (≥300 level)

• Arts and Sciences elective (any discipline): 3 credits

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BIO105	Foundations of Biology	3.0	45.0	None	None
BIO110	Human Anatomy and Physiology I	3.0	45.0	BIO105, CHEM105	BIO110L
BIO110L	Human Anatomy and Physiology I Lab	1.0	30.0	None	BIO110
BIO210	Human Anatomy and Physiology II	3.0	45.0	BIO110	BIO210L
BIO210L	Human Anatomy and Physiology II Lab	1.0	30.0	BIO110L	BIO210
BIO300	Pathophysiology	3.0	45.0	BIO210, BIO210L, BIO315, BIO315L	None
BIO315	Microbiology	3.0	45.0	BIO105	BIO315L
BIO315L	Microbiology Lab	1.0	30.0	None	BI0315
BIO400	Psychoneuroimmunology	3.0	45.0	None	None
CHEM105	Foundations of Chemistry	3.0	45.0	None	None
COM102	Therapeutic Communication in Healthcare	3.0	45.0	None	None

COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	None	None
ENG101	English Composition I	3.0	45.0	None	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	None
HUM100	Introduction to Humanities	3.0	45.0	None	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None	None
MA102	College Algebra	3.0	45.0	None	None
MA320	Statistical Reasoning	3.0	45.0	None	None
NUT208	Nutrition	3.0	45.0	None	None
PSY101	General Psychology	3.0	45.0	None	None
PSY201	Lifespan Development	3.0	45.0	None	None
SOC101	Introduction to Sociology	3.0	45.0	None	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None	None
SOC400	Sociology of Health and Illness	3.0	45.0	None	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

**BIO105** Foundations of Biology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This is a foundational course designed to introduce the essential concepts of biology, including the structure and function of cells, energy and metabolism, genetics, population ecology, evolution, diversity, and plant and animal physiology. Students will build a strong foundation in biological knowledge, emphasizing the process of scientific inquiry and the role of biology in understanding the natural world. This course provides the knowledge base necessary for informed decision-making about biological issues in society.

#### BIO110 Human Anatomy and Physiology I

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** BIO105, CHEM105 **Concurrent:** BIO110L

**Location:** Online

This course explores the structure and function of the human body. It is the first of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO110L Human Anatomy and Physiology I Lab

Units: 1 lab

**Hours:** 30 academic

Prerequisite: None Concurrent: WS110

**Location:** New York

This is the laboratory course to apply the knowledge learned in BIO110 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO210 Human Anatomy and Physiology II

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: BIO110 Concurrent: BIO210L

**Location:** Online

This course explores the structure and function of the human body. It is the second of a two-course series. The course focuses on specific human body systems at the molecular, cellular, tissue, organ, and organ system levels, and emphasizes the interdependency and interrelationships between these systems to maintain homeostasis.

BIO210L Human Anatomy and Physiology II Lab

**Units:** 1 lab

**Hours:** 30 academic

Prerequisite: BIO110L Concurrent: BIO210

**Location:** New York

This is the laboratory course to apply the knowledge learned in BIO210 Anatomy & Physiology I. The assignments will involve physically and virtually identifying structures at the molecular, cellular, tissue, organ, and organ system levels for selected human body systems. The demonstrations and assignments will also cover how certain human body systems, and their molecular, cellular, tissue, organ, and organ system components interact to maintain homeostasis.

BIO300 Pathophysiology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: BIO210, BIO210L, BIO315, BIO315L Concurrent: None

**Location:** Online

Pathophysiology builds on previous information learned in human anatomy and physiology. This course presents changes in normal physiology that lead to disease. Diagnostic tests, including but not limited to laboratory testing, will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

BIO315 Microbiology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: BIO105 Concurrent: BIO315L

**Location:** Online

This course introduces the concepts of microbiology with an emphasis on its role in health and healthcare. This course focuses on the nature of microbial organisms and offers a comprehensive survey of infectious diseases of humans, with major emphasis on the biology of the infectious process. Important infectious pathogenic agents (bacteria, viruses, protozoa) are studied in terms of their physiological functions and the properties which permit them to be pathogens. The epidemiology and pathogenesis of infections, analysis of the dynamic interactions between invading organisms and the defense mechanisms of the invaded hosts, clinical pictures of the disease states, and prevention of infection are explored.

BIO315L Microbiology Lab

Units: 1 lab

**Hours:** 30 academic

Prerequisite: None Concurrent: BIO315

**Location:** New York

This is the laboratory course to apply the knowledge learned in BIO215 Microbiology. The assignments will involve applying fundamental techniques of identifying, cultivating, and containing microorganisms.

BIO400 Psychoneuroimmunology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

CHEM105 Foundations of Chemistry

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This is a foundational course for undergraduate students, providing a comprehensive overview of essential chemical principles. This course is designed to build a strong foundation in chemistry, with a focus on its relevance to the natural world and everyday life. Key topics covered include inorganic and organic chemistry, atomic structure, chemical bonding, stoichiometry, states of matter, and thermochemistry. The course serves as an essential building block for comprehending the role of chemistry in our world and enables informed decision-making on chemical-related societal issues.

### **COM102** Therapeutic Communication in Healthcare

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course emphasizes professional communication skills essential for healthcare providers in the provision of safe quality care. Caring language used in all verbal, non-verbal, and written communication supports authentic human connection and caring-healing environments. Students will learn how to develop therapeutic communication and relationship skills based on a relationship-centered care approach and the four therapeutic practices of presence/attuning, wondering, following, and holding. Consistent caring-healing communication and these four core competencies ensure healthy interprofessional team relationships and improved patient care outcomes with diverse populations across the lifespan.

### COM202 Communication in the Digital World/Healthcare Technology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course focuses on the field of health communication in the digital world and the practical applications of informatics. Students will examine technology's role in the delivery, management and analysis of healthcare and learn theories of interprofessional and mass communication related to topics like cybersecurity and HIPAA compliance. Students will be given the tools to practice clear, purposeful, caring, and compassionate communication across different platforms to improve provider-patient interactions and interdisciplinary team communication.

**ENG101** English Composition I

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized, grammatical, and effective writing.

**ENG201** Writing for Healthcare Professionals

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** ENG101 **Concurrent:** None

**Location:** Online

This course is designed to introduce students to the scientific and information literacy used daily in healthcare professions. This writing course focuses on necessary mechanics and writing skills, and students will learn how to interpret and discuss scientific and academic articles and resources. There will be an emphasis on the use of APA format, finding/using educational and library resources, and analytical thinking in practical applications for writing a scholarly paper. There will be multiple opportunities for revision; prior knowledge of medical terminology is beneficial.

**HUM100** Introduction to Humanities

Units: 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course emphasizes how the humanities illuminate the essence of our cultures, values, and perceptions of the human condition. Through this exploration, students will gain a deeper understanding of the humanities' vital role in shaping individual and collective experiences across time and place. By the end of

this course, students develop a richer appreciation for the diverse expressions of human thought and creativity and an enhanced understanding of how the humanities critically inform and enrich our approach to holistic health and the sciences.

**HUM400** Global Philosophy: Eastern and Western Traditions

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Global Philosophy: Eastern and Western Traditions examines the fundamental questions, methodologies, and contributions of both Eastern and Western philosophical traditions. Through a comparative and integrative approach, students will delve into the essence of human thought across Eastern and Western traditions to examine how these diverse philosophies address the nature of reality, knowledge, morality, and well-being.

MA102 College Algebra

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course provides a working knowledge of college-level algebra and its applications. Emphasis is on solving linear and quadratic equations, word problems, and polynomial, rational and radical equations and applications. Students perform operations on real numbers and polynomials, and simplify algebraic, rational, and radical expressions. Arithmetic and geometric sequences are examined, and linear equations and inequalities are discussed. Students learn to graph linear, quadratic, absolute value, and piecewise-defined functions, and solve and graph exponential and logarithmic equations. Other topics include solving applications using linear systems and evaluating and finding partial sums of a series.

MA320 Statistical Reasoning

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

The course is an introductory course designed to provide the essential concepts and methods for critically evaluating research literature. It covers key topics such as probability, random variables, multivariate distributions, the central limit theorem and statistical inference, together providing the skills for effective

data analysis. This course aims to cultivate students' research literacy, developing the skills to articulate and substantiate research concepts, laying the groundwork for evidence-based decision-making.

NUT208 Nutrition

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

Nutrition focuses on the integral role that nutrition plays in promoting health and preventing diseases, exploring the intersection of nutrition with public health and medical therapy. Students will gain a deep understanding of how nutrition influences health outcomes and the design of effective nutrition services for diverse communities.

**PSY101** General Psychology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This is a foundational course that provides students with a broad overview of psychological principles, theories, and research methodologies. The course will cover various topics, including human development, the biology of behavior, sensation, and perception, learning and memory, intelligence, personality, and psychological disorders. Students will think critically about psychological research and its application to everyday life. This course offers insights into the workings of the human mind and behavior, establishing a basis for a practical understanding of human interactions.

**PSY201** Lifespan Development

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course is a survey of human development from conception to end-of-life with emphasis on the physical, cognitive, emotional, social, and spiritual characteristics of individuals in Western cultures and beyond. Students will review the theories, stages and life cycles of human development and the internal and external relationships and connections that allow these elements to thrive.

### SOC101 Introduction to Sociology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course introduces the fundamental aspects of social structures, cultural dynamics, socialization processes, and the roles and norms that shape human interaction and society. Throughout the semester, students will develop a sociological perspective and an understanding of how individual lives are influenced by broader social and cultural contexts. This course lays the groundwork for informed engagement with social issues and prepares students to be responsible global citizens.

### SOC201 Healthcare Policy, Social Justice, and Ethics

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course focuses on the concepts of justice and ethics and their application to domestic policy related to health and healthcare. Students will discuss the competing ethical frameworks and theories of justice on topics like patient's rights, clinical practice and research, bioethics, equity in healthcare and professional moral codes. There will be a focus on how domestic health policies are developed, reformed, and implemented based on advocacy, allyship, local and federal governments, and resources. Students should gain a better understanding of their own perspective on the ethical and moral considerations of themselves, their patients, institutions, and the local and global community.

SOC400 Sociology of Health and Well-Being

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

Sociology of Health and Well-being is an interdisciplinary course blending sociology, philosophy, and cultural analysis to explore the complex nature of well-being. By integrating philosophical perspectives with sociological research, the course examines the subjective and objective components of well-being to broaden students' understanding beyond conventional metrics of social health to include personal feelings of happiness and fulfillment. This comprehensive approach is designed to arm students with the critical thinking and analytical skills needed to engage in the broader discourse on health, happiness, and the societal factors that influence them.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

### **NURSING MAJOR COURSES**

*In alphabetical order by course code and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR305	Foundations of Professional and Holistic Nursing	3.0	45.0	All Gen Ed	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None	NR305
NR310	Essentials of Nursing Practice	7.0	195.0	BIO300, NR305, NR308, NR354	NR452
NR312	Holistic Caring for Adults I	6.0	180.0	NR310, NR452	None
NR314	Holistic Caring for Families	5.0	135.0	NR310, NR452	None
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310	None
NR354	Holistic Health Assessment	4.0	75.0	BIO210, BIO315, NUT208	BIO300, NR308
NR400	Issues and Trends in Professional Nursing Healthcare	3.0	45.0	None	None
NR404	Community Health Nursing	6.0	180.0	NR410, NR412	None
NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None	NR404
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308	NR310, NR452
NR410	Holistic Mental Health and Wellness Nursing	5.0	135.0	NR312, NR314	None
NR412	Holistic Caring for Adults II	6.0	180.0	NR312, NR314	None

NR425	Senior Seminar and Practicum	3.0	135.0	NR410, NR412	NR404
NR452	Pharmacology	3.0	45.0	BIO300, NR354	None

NR305 Foundations of Professional and Holistic Nursing

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** All Gen Ed except BIO300, BIO400 **Concurrent:** None

**Location:** Online

This course focuses on the student's development of nursing practice professional identity within the holistic nursing paradigm and framework. Concepts in the course include professional nursing standards, ethical guidelines, historical perspectives in nursing, as well as underpinnings of nursing theory, with emphasis on holistic nursing philosophy. Students apply the course concepts using a variety of learning activities that address entry-level competencies for professional nurse practice.

NR308 Facilitator of Healing I: Role

**Units:** 3 didactic, 1.0 clinical (4.0 total)

**Hours:** 90 academic

**Prerequisite:** None **Concurrent:** NR305

**Location:** Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. This course includes 45 hours of clinical.

NR310 Essentials of Nursing Practice

**Units:** 3 didactic, 2 lab, 2 clinical (7 total)

**Hours:** 195 academic

Prerequisite: BIO300, NR305, NR308, NR354 Concurrent: NR452

**Location:** New York

This course will enable students to implement foundational nursing concepts and skills in developing clinical judgment for safe, quality, holistic, relationship-centered nursing care in diverse healthcare settings. Learning topics include professional values within a legal/ethical framework for nursing, nursing process as

a solution-seeking approach to the provision of professional nursing practice, and sustainable caringhealing practice through caring for self, colleagues, patients, and families. Experiential learning in the laboratory, simulation, and direct patient care environments provide the student opportunities to acquire foundational nursing competencies and to further develop identity formation for professional and holistic nursing practice. This course includes 60 hours of lab and 90 hours of clinical.

NR312 Holistic Caring for Adults I

**Units:** 3 didactic, 3 clinical (6 total)

**Hours:** 180 academic

**Prerequisite:** NR310, NR452 **Concurrent:** None

**Location:** New York

This course focuses on the application of holistic nursing practices and a concept-based approach for professional, safe, evidence-based, holistic, and relationship-centered nursing care of adults experiencing health alternations. Concepts from nursing foundations and essentials, health assessment, pathophysiology, pharmacology, and psychoneuroimmunology are integrated. Principles of wellness, health promotion, and illness prevention for adults are implemented. Experiential learning during patient care situations (direct, indirect, and simulation) provides the student opportunities to demonstrate professional holistic nursing care practices in promoting effective patient care outcomes, develop clinical judgment competencies, work in collaboration with interdisciplinary healthcare professionals, and practice nursing roles in forming professional identity. This course includes 135 hours of clinical, some of which will be completed in simulation.

NR314 Holistic Caring for Families

**Units:** 3 didactic, 2 clinical (5 total)

**Hours:** 135 academic

**Prerequisite:** NR310, NR452 **Concurrent:** None

**Location:** New York

This course is designed to develop the student's competency in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for families at all levels of prevention across practice settings. Concepts of family, human growth and development, health promotion, wellness, and the illness states of an expansive definition of childbearing families are applied. Experiential learning activities during patient care situations (direct, indirect, and simulation) provide the student opportunities to demonstrate holistic nursing approaches and evidence-informed care of women, newborns, infants, children, adolescents, and families. Collaboration with families and inter-professional teams is emphasized to promote quality outcomes and a culture of safety and well-being. This course includes 90 hours of clinical, some of which will be completed in simulation.

NR320 Evidence Based Practice

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** MA320, NR310 **Concurrent:** None

**Location:** Online

This course focuses on the student's development of beginning competencies necessary for knowledgeable research utilization including information literacy skills, critical evaluation/critique of published research, and application of research findings to nursing practice. Learning topics include interrelationships of the concepts pertaining to research, evidence-based practice, and clinical practice guidelines. Learning activities will include application of evidence-based nursing models and examination of the levels of evidence to promote clinical best practices for nurse-driven patient care outcomes in healthcare settings.

NR354 Holistic Health Assessment

**Units:** 3 didactic, 1 lab (4 total)

**Hours:** 75 academic

**Prerequisite:** BIO210, BIO315, NUT208 **Concurrent:** BIO300, NR308

**Location:** Online

This course is designed to develop the student's proficiency in conducting comprehensive holistic health assessments of individuals from across the lifespan. Content and laboratory experiences provide opportunities to demonstrate holistic nursing care practices and therapeutic communication skills in performing patient health history interviews and physical examination techniques. Influences of genetic and social determinants of health are considered to inform findings from the holistic comprehensive health assessments. This course includes 30 hours of lab.

NR400 Issues and Trends in Professional Nursing and Healthcare

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

Nursing is a learned, valued, and trusted profession. This course explores the historical development of nursing to understand professional roles and the image of nursing in today's society. Trends and issues in education and practice, professional status, ethical and legal aspects of nursing practice, and the changing role of the nurse are discussed. Societal, health, political, economic, and consumer factors shaping the present and emerging health system, as well as professional nursing, are defined and evaluated.

NR404 Community Health Nursing

**Units:** 3 didactic, 3 clinical (6 total)

**Hours:** 180 academic

**Prerequisite:** NR410, NR412 **Concurrent:** None

**Location:** New York

This course is designed to develop the student's competency in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for patient populations and communities. Concepts include wellness, health promotion, disease prevention, health education, and case management to protect and enhance population/community health. Epidemiology, health policy and equity, advocacy, environmental health, global health, and well-being of the ecosystem are considered in community health planning. Experiential learning (direct, indirect, and simulation) in a variety of community-based settings provides the student opportunities to care for diverse populations and assess the "community as client" in developing a project to meet an identified community need. This course includes 135 hours of clinical, some of which may be completed in simulation or other experiential learning activities.

NR405 Leadership in the Delivery of Healthcare

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** NR404

**Location:** Online

This course focuses on the application and synthesis of leadership and management principles in developing effective nursing care to groups of clients/patients as a team member within the healthcare system. Models and frameworks related to leadership and management functions are examined in the context of organizational culture and environments. Financial and economic implications, along with ethical and legal aspects of nursing practice, are analyzed within various healthcare delivery systems.

NR408 Facilitator of Healing II: Modalities

**Units:** 2 didactic, 1 lab (3 total)

**Hours:** 60 academic

Prerequisite: NR308 Concurrent: NR310, NR452

**Location:** Online

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands-on experience with the healing modalities. Current research in the field is discussed. This course includes 30 hours of lab.

NR410 Holistic Mental Health and Wellness Nursing

**Units:** 3 didactic, 2 clinical (5 total)

**Hours:** 135 academic

Prerequisite: NR312, NR314 Concurrent: None

**Location:** New York

This course focuses on the application of professional, safe, evidence-based, holistic, and relationship-centered nursing care of individuals and families that addresses mental/emotional health, wellness, and illness along the health spectrum in various practice settings. Concepts include human development, neurobiology, epigenetics, and personality development across the lifespan. Relationships between psychospiritual, physical, cultural, and environmental factors are examined. Experiential learning activities during patient care situations (direct, indirect, and simulation) provide the student opportunities to demonstrate holistic nursing approaches and evidence-informed care, develop relational competency of the nurse and patient/family, recognize adaptive and maladaptive coping behaviors that influence psychosocial resilience and wellness, participate in therapeutic group sessions, and promote collaboration as a member of the interprofessional mental health team. This course includes 90 hours of clinical, some of which will be completed in simulation.

NR412 Holistic Caring for Adults II

**Units:** 3 didactic, 3 clinical (6 total)

**Hours:** 180 academic

**Prerequisite:** NR312, NR314 **Concurrent:** None

**Location:** New York

This course will enable the student to further develop competencies in providing professional, safe, evidence-based, holistic, and relationship-centered nursing care for adults experiencing health alternations. Using a concept-based approach, foundational nursing concepts and competencies are integrated, along with the implementation of wellness, health promotion, and illness prevention principles. Experiential learning during patient care situations (direct, indirect, and simulation) provides the student opportunities to demonstrate professional holistic nursing care practices in fostering effective patient care outcomes, develop clinical judgment competencies, work in collaboration with interdisciplinary healthcare professionals, and practice nursing roles in forming professional identity. This course includes 135 hours of clinical, some of which will be completed in simulation.

#### NR425 Senior Seminar and Practicum

**Units:** 1 didactic, 2 clinical (3 total)

**Hours:** 105 academic

**Prerequisite:** NR410, NR412 **Concurrent:** NR404

**Location:** New York

This course will enable students to apply, refine, and synthesize essential nursing knowledge, clinical skills, and attitudes into professional practice as an advanced beginner. Focus is on the integration of one's holistic nursing identity within their professional role in the context of healthcare environments. Students will work

directly with a licensed registered nurse preceptor in collaboration with the interprofessional team and academic faculty. To the degree possible, students select a practicum site consistent with their area of special interest and professional development goals. This course includes 90 hours of clinical, some of which will be completed in simulation.

NR452 Pharmacology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: BIO300, NR354 Concurrent: None

**Location:** Online

This course is designed to develop the student's proficiency in safe delivery of pharmacotherapeutic interventions for individuals across the lifespan using holistic nursing and Complementary and Integrative Health Approaches (CIHA). Concepts for application include medication safety, holistic assessment, ethicallegal aspects, cultural awareness, use of evidence, and life-span considerations. Select classifications of commonly used and representative drugs, as well as herbal medicines and supplements, are examined.

### Bachelor of Science in Nursing (Prelicensure Option) Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
	Arts and Sciences (General Education)			
BIO105	Foundations of Biology	3.0	45.0	None
CHEM105	Foundations of Chemistry	3.0	45.0	None
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101
HUM100	Introduction to Humanities	3.0	45.0	None
HUM400	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	None
SOC400	Sociology of Health and Illness	3.0	45.0	None
	Medical Cannabis			
CAN401	Endocannabinoid System and Pharmacology	3.00	45.0	None

### BSN PRELICENSURE OPTION FULL-TIME CURRICULUM, NEW YORK

Subject to change. Clinicals are in student's locale/community.



NR305	Foundations of Professional and Holistic Nursing	3.0	45.0	None	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None	NR305
BI0300	Pathophysiology	3.0	45.0	BIO210, BIO210L, BIO315, BIO315L	None
NR354	Holistic Health Assessment	4.0	75.0	BIO210, BIO315, NUT208	BIO300, NR308
SOC400*	Sociology of Health and Illness	3.0	45.0	None	None
	Total Units/Hours:	17.0	300.0		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR310	Essentials of Nursing Practice	7.0	195.0	BIO300, NR305, NR308, NR354	NR452
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308	NR310, NR452
BIO400	Psychoneuroimmunology	3.0	45.0	None	None
NR452	Pharmacology	3.0	45.0	BIO300, NR354	None
	Total Units/Hours:	16.0	345.0		
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR320	Evidence Based Practice	3.0	45.0	MA320, NR310	None
NR312	Holistic Caring for Adults I	6.0	180.0	NR310, NR452	None
NR314	Holistic Caring for Families	5.0	135.0	NR310, NR452	None
	Total Units/Hours:	14.0	360.0		
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR410	Holistic Mental Health and Wellness Nursing	5.0	135.0	NR312, NR314	None
NR412	Holistic Caring for Adults II	6.0	180.0	NR312, NR314	None
NR400	Issues and Trends in Professional Nursing Healthcare	3.0	45.0	None	None
	Total Units/Hours:	14.0	360.0		
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR404	Community Health Nursing	6.0	180.0	NR410, NR412	None

NR405	Leadership in the Delivery of Healthcare	3.0	45.0	None	NR404
NR425	Senior Seminar and Practicum	3.0	105.0	NR410, NR412	NR404
HUM400**	Global Philosophy: Eastern and Western Traditions	3.0	45.0	None	None
	Total Units/Hours:	15.0	375.0		
	Program Total:	124	2,505		

<sup>\*</sup> Alternative upper division Arts and Sciences course may be substituted. Course may be taken earlier in the program, i.e. prior to term 4, if schedule permits

# **Holistic Nursing Certificate (HNC)**

# Total Credits: 12 Total Hours: 285.0 Location: Didactic Online, Clinical in Student's Locale

### **Educational Purpose**

This Holistic Nursing Certificate is for registered nurses with an associate degree in nursing or higher. The program will enhance your nursing practice through examination and implementation of the core values, scope, and standards of holistic nursing. Through reflective practices and examination of the integrative care evidence base, nurses are transformed from the inside out. Graduates will be prepared to take the AHNCC certification exam to become a board-certified holistic nurse. Students holding a BSN upon certificate completion will be prepared to sit for the HNB-BC certification exam, while students holding an associate degree in nursing will be prepared to sit for the HN-BC exam, assuming they meet eligibility requirements (see <a href="https://www.ahncc.org/certification/holistic-nurse-certifications/">https://www.ahncc.org/certification/holistic-nurse-certifications/</a>).

A minimum of six units per term is required to maintain federal financial aid. All didactic coursework can be completed online and the clinical practicum is done in the student's locale/community.

Pacific College of Health and Science's Holistic Nursing Certificate program has been carefully designed to take a broader view on caring-healing through:

- Holistic frameworks and evidence-based integrative practice
- Disease prevention, wellness, and health maintenance
- Partnering with patients, families, and communities
- Quality of life improvements
- Understanding of the role of the nurse as a facilitator of healing
- Self-assessment and strengthening of self-care practices
- Deepening reflective practice

<sup>\*\*\*</sup> Alternative upper division Humanities course may be substituted. Course may be taken earlier in the program, i.e. prior to term 4, if schedule permits

Integrative holistic modalities

### **Program Learning Outcomes**

Upon completion of the Holistic Nursing Certificate, graduates will be able to:

- 1. Practice nursing within an informed, caring-healing holistic framework
- 2. Provide humanistic, holistic, high-quality care to individuals and families that reflects an understanding of the human condition and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings
- 3. Empower patients/clients and families by teaching self-care practice for a healthier lifestyle
- 4. Guide individuals and families to manage stress and prevent disease by improving health and well-being
- 5. Collaborate with all constituencies in the health process
- 6. Integrate reflection and self-care into their own lives

# **HNC Admissions Requirements Holistic Nursing Certificate (HNC)**

Please review institutional admissions requirements/policies/procedures above.

- A programmatically accredited (ACEN, NLN CNEA) associate degree in nursing or higher
- Official cumulative GPA of 2.75 or higher in previous undergraduate college level work
- Active, unencumbered Registered Nurse (RN) license in the state(s) or jurisdiction(s) where the student's clinical experience will occur

### **Clinical Experiences**

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

# To be eligible for Holistic Nursing Certificate clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance (\$1,000,000 per occurrence and \$3,000,000 in the aggregate)
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
  - Negative Two-Step TB skin test OR
  - o 2 consecutive negative annual TB skin test OR
  - o Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
  - O Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.

- Hepatitis B ("HBV/Hep B/HBsAb"): 3 vaccines (series in progress acceptable) OR serological evidence of immunity OR documentation of non-responder status
- Measles, Mumps, and Rubella IgG: Documentation of 2 vaccines (series in progress acceptable)
   OR serological evidence of immunity to each
- Varicella IgG: Documentation of 2 vaccines (series in progress acceptable) OR serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed healthcare provider.

Note that clinical sites may have additional compliance requirements including COVID-19 vaccine and booster. Students who are assigned to these sites will need to comply with these requirements to participate in clinical.

All proof must be submitted by the established deadline or a registration hold will be implemented. Placement in a clinical is not guaranteed unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will likely not be able to participate in clinical learning during the following term.

#### HNC COURSES AND COURSE DESCRIPTIONS

*In alphabetical order by course code and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ
BIO400	Psychoneuroimmunology	3.0	45.0	None
CL520	Clinical Practicum	2.0	90.0	BIO400, NR308
NR308	Facilitator of Healing I: Role	4.0	90.0	None
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
TTS101	Technology Training for Online Students	0.0	0.0	None

BIO400 Psychoneuroimmunology

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** None **Concurrent:** None

**Location:** Online

This course introduces the intersection of psychology, neuroscience, and immunology. It emphasizes how our mental states, neural processes, and immune responses interact and influence each other. The focus is on the fundamental concepts of psychoneuroimmunology (PNI), which examines how stress, emotions, and

other psychological factors can impact immune function. Furthermore, it explores how the activity of the immune system can affect the brain and behavior. Insights will be gained on how stress and mental health can influence physical health and disease outcomes.

**CL520** Clinical Practicum

**Units:** 2 clinical

**Hours:** 90 academic

**Prerequisite:** BIO400, NR308 **Concurrent:** None

**Location:** Clinical in student's locale/community

This course is intended to provide students with the knowledge and skills in a non-licensed holistic modality or modalities of their choice. Application of this knowledge occurs in clinical practice (in your locale/community) with a qualified integrative health practitioner.

NR308 Facilitator of Healing I: Role

**Units:** 3 didactic, 1.0 clinical (4.0 total)

**Hours:** 90 academic

**Prerequisite:** None **Concurrent:** NR305\*

**Location:** Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. This course includes 45 hours of clinical.

NR408 Facilitator of Healing II: Modalities

**Units:** 2 didactic, 1 lab (3 total)

**Hours:** 60 academic

**Prerequisite:** NR308 **Concurrent:** NR310\*, NR452\*

**Location:** Online

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential

<sup>\*</sup> Concurrent achieved through prior nursing education.

activities and exercises will give the student hands-on experience with the healing modalities. Current research in the field is discussed. This course includes 30 hours of lab.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

### HNC PART-TIME CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
NR308	Facilitator of Healing I: Role	4.0	90.0	None
BIO400	Psychoneuroimmunology	3.0	45.0	None
	Total Units/Hours:	7.0	135.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
NR408	Facilitator of Healing II: Modalities	3.0	60.0	NR308
CL520	Clinical Practicum	2.0	90.0	BIO400, NR308
	Total Units/Hours:	5.0	150.0	
	Program Total:	12.0	285.0	

<sup>\*</sup> Concurrent achieved through prior nursing education.

# **Medical Cannabis**

# Medical Cannabis Certificate (MCC): Healthcare Professionals or Foundations

Total Credits: 8.0

Total Hours: 120.0

Location: Online

### **Educational Purpose**

The goal of Pacific College of Health and Science's Medical Cannabis Certificate program is to produce healthcare providers and cannabis stakeholders who can help coach patients on the therapeutic effects of cannabinoid medicines, self-titration approaches, self-exploration of cannabinoid medicines, and ingestion methods, while promoting overall health and well-being. To help nurses, the National Council of State Boards of Nursing (NCSBN) produced guidelines in July of 2018 outlining what a nurse should know about medical cannabis, with six essential areas of knowledge and skills. Pacific College of Health and Science believes that these needs are universal and appropriate for all healthcare workers and clinicians working with medical cannabis patients and has used these guidelines as the basis for its Medical Cannabis Certificate program.

It has also been recognized that these guidelines can be helpful in supporting the non-healthcare provider who is interested in pursuing serious study in order to enter into the medical cannabis industry as a consultant, coach, or entrepreneur. For these reasons, Pacific College of Health and Science created a second track for non-healthcare providers with at least an associate degree.

#### **Healthcare Professionals**

Licensed healthcare professionals who can demonstrate that they have met the pharmacology Admissions requirement can enroll in the Healthcare Professional Track. In this track, there is an emphasis on the interprofessional nature of medicinal cannabis in healthcare, how standards and scopes of practice guide the professional's work with medicinal cannabis patients, strategies that healthcare professionals can use to help medical cannabis patients navigate cannabis use, and strategies and competencies that enable healthcare professionals to assume leadership roles in cannabis healthcare.

#### **Foundations**

The Foundations track was designed for students in the cannabis industry or other cannabis stakeholders, or for healthcare professionals who lack licensure or who are not able to demonstrate that they have met the pharmacology admission requirement. While this track is less patient- and healthcare-professional-focused, these students will also learn how cannabis can be useful with a variety of conditions, but in line with their scope of practice. Cannabis stakeholders and influencers with no healthcare licensure should not be practicing healthcare but should be able to speak to the benefits of cannabis as a medicine.

### **Program Learning Outcomes**

Graduates of the program will:

1. Explain how cannabis works in the human system.

- a. Understand the physiology of the endocannabinoid system.
- b. Describe the pharmacokinetics and pharmacodynamics of medicinal cannabis in relationship to supporting homeostasis.
- c. Define how holistic modalities upregulate the endocannabinoid system.
- d. Explore the evidence of cannabis effectiveness with specific diseases.
- 2. Understand the social issues related to cannabis.
  - a. Know the historical, legal, and ethical issues related to the prohibition and legalization of cannabis.
  - b. Consider how one's professional role and standards/scope of professional practice relate to supporting patients' use of medicinal cannabis.
- 3. Consult with patients on safe and effective use of cannabis.
  - a. Provide coaching regarding the general use of cannabis for pain, PTSD, and other health-related issues.
  - b. Identify indications of possible abuse and adverse side effects of cannabis.
  - c. Define how cannabis can fit into a healthy lifestyle.
  - d. Explore how the endocannabinoid system can be upregulated to enhance homeostasis.
- 4. Use a modern holistic approach to healthcare.
  - a. Apply humanistic, culturally competent, person-based care or advice while respecting personal and family values.
  - b. Conduct evidence-based cannabis research.
  - c. Use reflective practice and critical thinking to evaluate outcomes.
  - d. Communicate effectively with the entire interprofessional team.
  - e. Define best business approaches and healthcare marketing practices related to cannabis.

### **MCC Admissions Requirements**

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative undergraduate GPA of 2.00 or higher, or licensure, will be considered for full acceptance
- Associate degree, defined as at least 60 semester credits/90 quarter credits
- Healthcare track: successful completion of Pharmacology course (or equivalent) and healthcare license

### MCC COURSES AND COURSE DESCRIPTIONS

*In alphabetical order by course code and subject to change.* 

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	MCC: Healthcare Professionals Courses				
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	None	None
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.0	45.0	None	CAN401

CAN421	Cannabis Care Capstone	2.0	30.0	CAN411	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None
	MCC: Foundations Courses				
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	None	None
CAN412	Medical Cannabis Guidelines and Professional Practice	3.0	45.0	None	CAN401
CAN422	Cannabis Industry: Foundations Capstone	2.0	30.0	CAN411 or CAN412	None
TTS101	Technology Training for Online Students	0.0	0.0	None	None

CAN401 Endocannabinoid System and Pharmacology

**Units:** 3 didactic

**Hours:** 45 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course focuses on the human endocannabinoid system and pharmacology of cannabis. At the end of the course, students can explain the physiology of the endocannabinoid system and how cannabis interacts with that system. Students describe the pharmacokinetics and pharmacodynamics of medicinal cannabis. Students examine evidence-based cannabis research and identify populations at risk for use of cannabis. Drug-drug interactions and adverse effects of cannabis are identified. Routes of cannabis administration are described.

### CAN411 Medical Cannabis Clinical Guidelines and Professional Practice

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** CAN401 **Concurrent:** None

**Location:** Online

This course focuses on the clinical applications of medical cannabis in the treatment of patients and promoting health and wellness. At the end of the course, students can explain how cannabis can be useful with a variety of conditions and coach people on how best to incorporate cannabis into their health management and self-care routines.

### CAN412 Medical Cannabis Guidelines and Professional Practice

**Units:** 3 didactic

**Hours:** 45 academic

**Prerequisite:** CAN401 **Concurrent:** None

**Location:** Online

This course focuses on the application of medical cannabis in the promotion of health and wellness. Students explore the history of cannabis prohibition and regulation in relation to their roles as advocates. They will be able to advocate for populations and coach people on how best to incorporate cannabis into their health management and self-care routines. At the end of the course, students can explain how cannabis can be useful in the context of a variety of conditions, in line with their state regulations and scope of practice.

**CAN421** Cannabis Care Capstone

**Units:** 2 didactic

**Hours:** 30 academic

Prerequisite: CAN411 Concurrent: None

**Location:** Online

Students focus on advocacy of vulnerable populations and professionalism within the medical cannabis industry. Exploration of case studies and the use of coaching and motivational interviewing to support vulnerable populations is emphasized. The student designs a clinical professional project that aligns with their goals as a cannabis healthcare practitioner.

**CAN422** Cannabis Industry: Foundations Capstone

**Units:** 2 didactic

**Hours:** 30 academic

**Prerequisite:** CAN411 or CAN412 **Concurrent:** None

**Location:** Online

This course introduces students to business concepts unique to the cannabis industry. This course provides an overview of the state of the industry: its current size, growth trends, predictions, and the inherent risks, such as funding, banking, insurance, licensure, among others. This course includes a review of product considerations of which business retailers and clinicians should be aware and emphasizes advocacy responsibilities and opportunities. These concepts support a capstone project that provides clarity regarding the student's area of interest within the cannabis space.

TTS101 Technology Training for Online Students

**Units:** 0 didactic

**Hours:** 0 academic

Prerequisite: None Concurrent: None

**Location:** Online

This course introduces the online services of Pacific College of Health and Science and Moodle or BlackBoard, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

# MCC: HEALTHCARE PROFESSIONALS PART-TIME MODEL CURRICULUM, ONLINE Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	None
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.0	45.0	CAN401
	Total Units/Hours:	6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN421	Cannabis Care Capstone	2.0	30.0	CAN411
	Total Units/Hours:	2.0	30.0	
	Program Total:	8.0	120.0	

### MCC: FOUNDATIONS PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	None
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	None
CAN412	Medical Cannabis Clinical Guidelines and Professional Practice	3.0	45.0	CAN401
	Total Units/Hours:	6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN422	Cannabis Industry: Foundations Capstone	2.0	30.0	CAN411 or CAN412
	Total Units/Hours:	2.0	30.0	
	Program Total:	8.0	120.0	



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